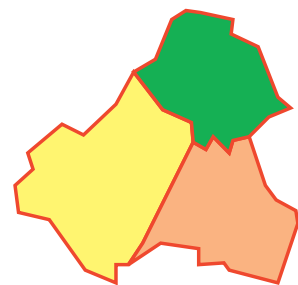
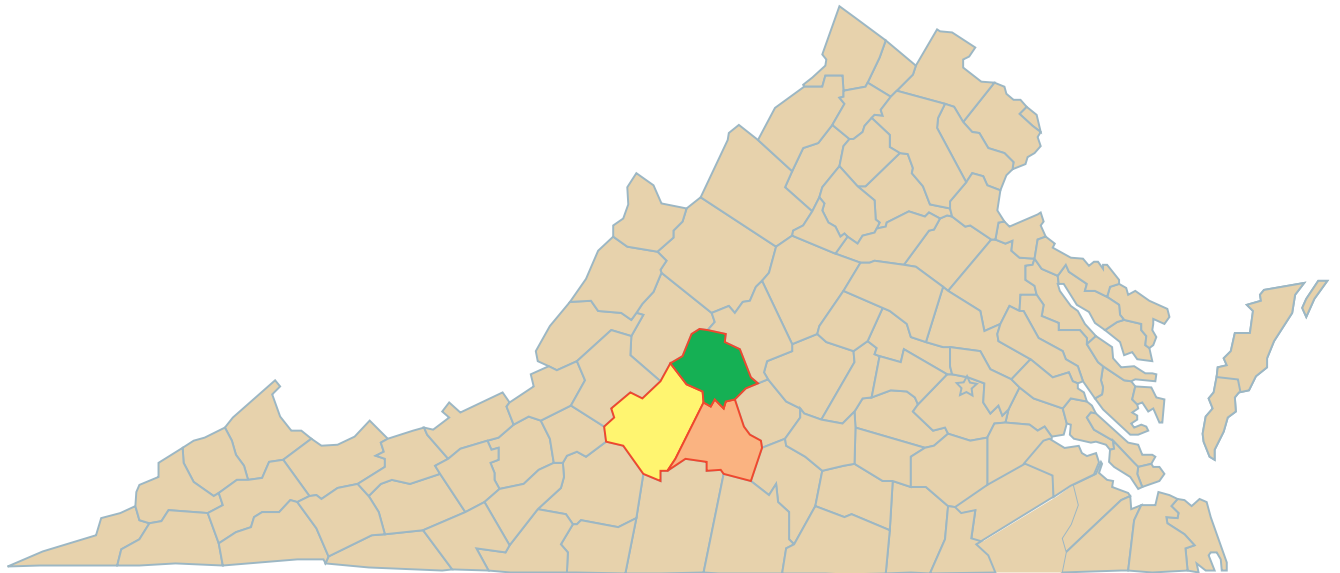
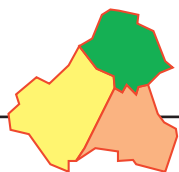


Community Profile of WIA VII

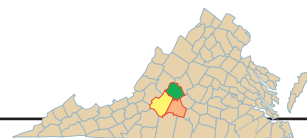
Amherst County • Bedford County • Campbell County • City of Bedford •
City of Lynchburg



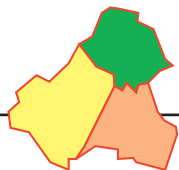


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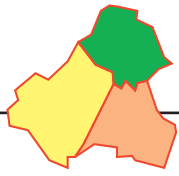
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Executive Summary

This report provides a demographic, economic, and educational profile of Workforce Investment Area VII (WIA VII), Region 2000/Central Virginia. The purpose of these profiles is to assist on-going strategic planning efforts by providing a solid, data-driven, foundation for strategic decision-making. The primary findings from this report are:

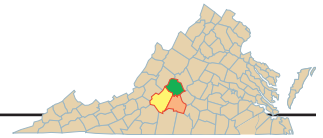
- Between 2000 and 2010, WIA VII will experience a major increase in its 55 and over population. The net result of this trend will be a significant “graying” of the overall population.
- One implication of this trend is that younger entry-level workers will be in short supply.
- WIA VII is experiencing, and will likely continue to experience, a shift away from employment in Manufacturing and toward employment in Services and Retail Trade.
- One implication of this shift is that the Service sector – specifically, health care and education – is expected to account for much of the demand for trained workers between 1998 and 2008.
- Another implication is likely downward pressure on wages. Whereas Manufacturing comprised the highest wage sector in the local economy, Retail Trade ranks 19th, Education 9th, and Health Care 8th.



I. Introduction

This report provides a community profile of Workforce Investment Area VII (WIA VII). It was produced by the Virginia Employment Commission, with assistance from the Virginia Community College System and the Virginia Economic Development Partnership, at the request of the Special Advisor to the Governor for Workforce Development. It is intended to assist on-going strategic planning efforts within the Workforce Investment Boards by providing a solid, data-driven, foundation for strategic decision-making.

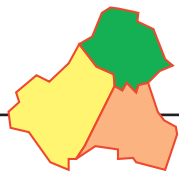
The report is divided into four major sections. The first contains a profile of regional demographic characteristics and trends, the second supplies similar information for the regional economy, and the third provides a profile of regional education characteristics and projected demands for training and skills. These are followed by a summary and conclusion section.



II. Demographic Profile

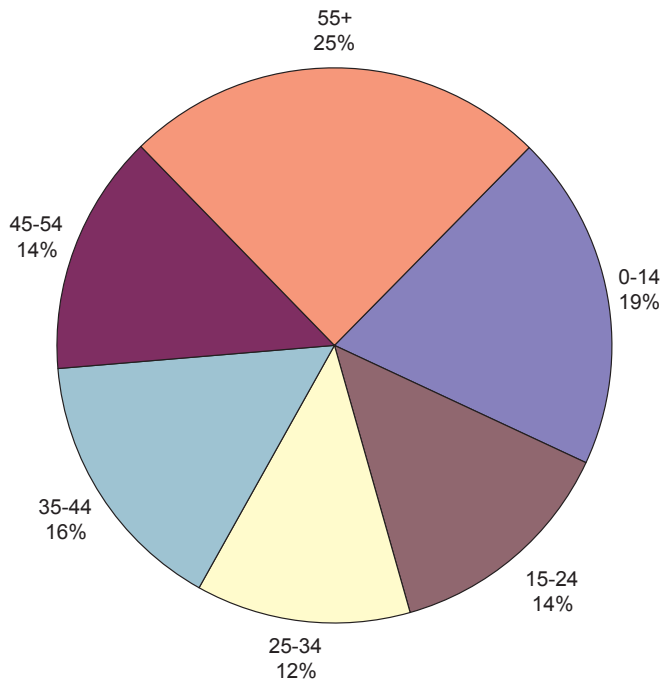
Population demographics are the single most important factor affecting WIA VII's future labor force. Some key features of the area's population are as follows:

- Tends to be slightly older. Where statewide individuals who are 55 and older comprise 20 percent of the population, in WIA VII they comprise 25 percent of the population.
- Smaller proportion of minorities. Where statewide minorities comprise 28 percent of the overall population, in WIA VII they comprise 20 percent of the population.
- Projected to increase by 12,789 persons (or 6.0 percent) between 2000 and 2010. The largest increase is expected to occur in Bedford County (9,029), followed by Campbell County (2,522).
- Smaller proportion of individuals who "speak English less than well". Where statewide the proportion of individuals five and older who speak English less than well is 2.2 percent, in WIA VII it is only 0.6 percent.
- The city of Lynchburg draws the largest number of in-commuters (28,989) of any locality within WIA VII, followed by Campbell County (8,905). Where the majority of Lynchburg's in-commuters originate from within WIA VII, more than half of Campbell County's come from outside WIA VII. On the whole, WIA VII is a net exporter of workers with 11,654 individuals commuting into the area for work, while 13,979 of the area's residents commute to localities outside of WIA VII for work.

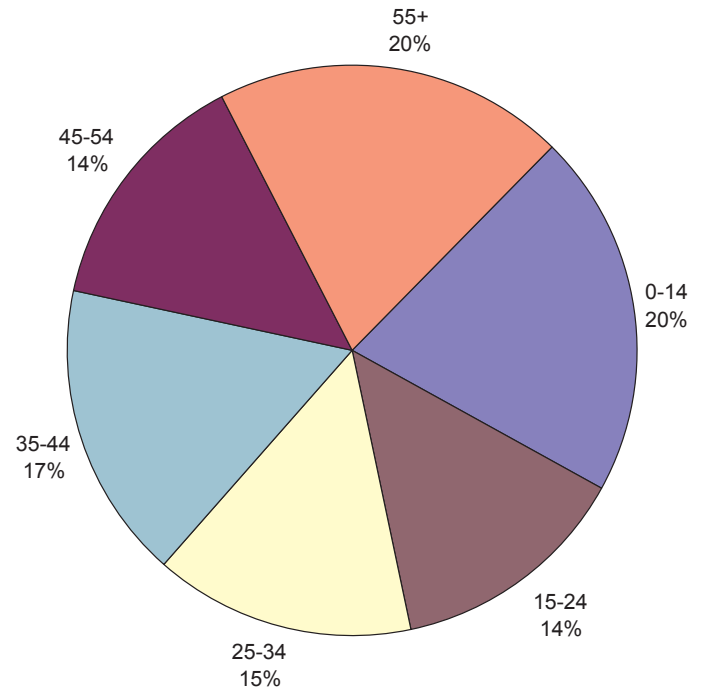


Population by Age Cohort

WIA VII



Virginia



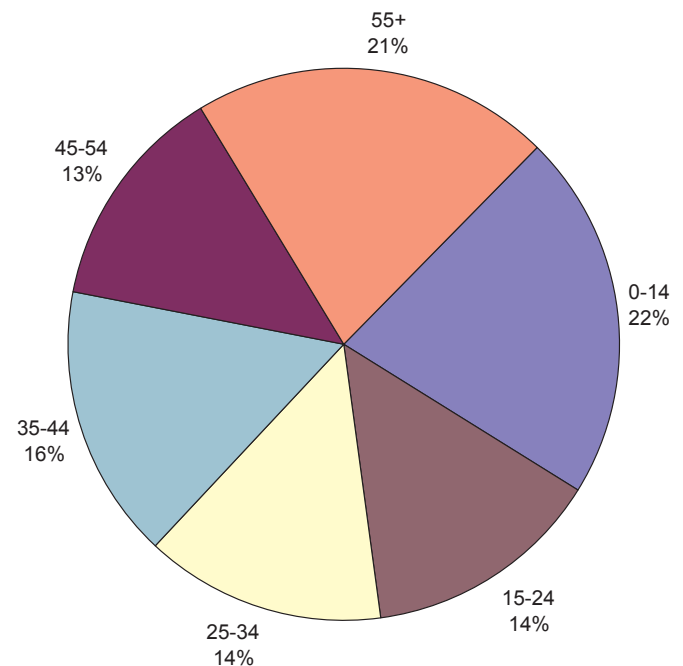
WIA VII

0-14	41,568
15-24	29,539
25-34	26,756
35-44	33,327
45-54	30,678
55+	53,043
Total	214,911

Virginia

0-14	1,453,452
15-24	963,469
25-34	1,036,911
35-44	1,200,950
45-54	999,548
55+	1,424,169
Total	7,078,494

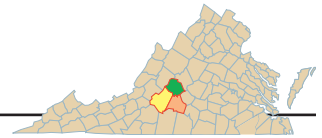
United States



United States

0-14	60,253,375
15-24	39,183,890
25-34	39,891,724
35-44	45,148,527
45-54	37,677,952
55+	59,266,437
Total	281,421,906

Subparts may not add to total due to rounding.
Source: 2000 Census.

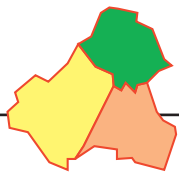


Population by Race/Ethnicity

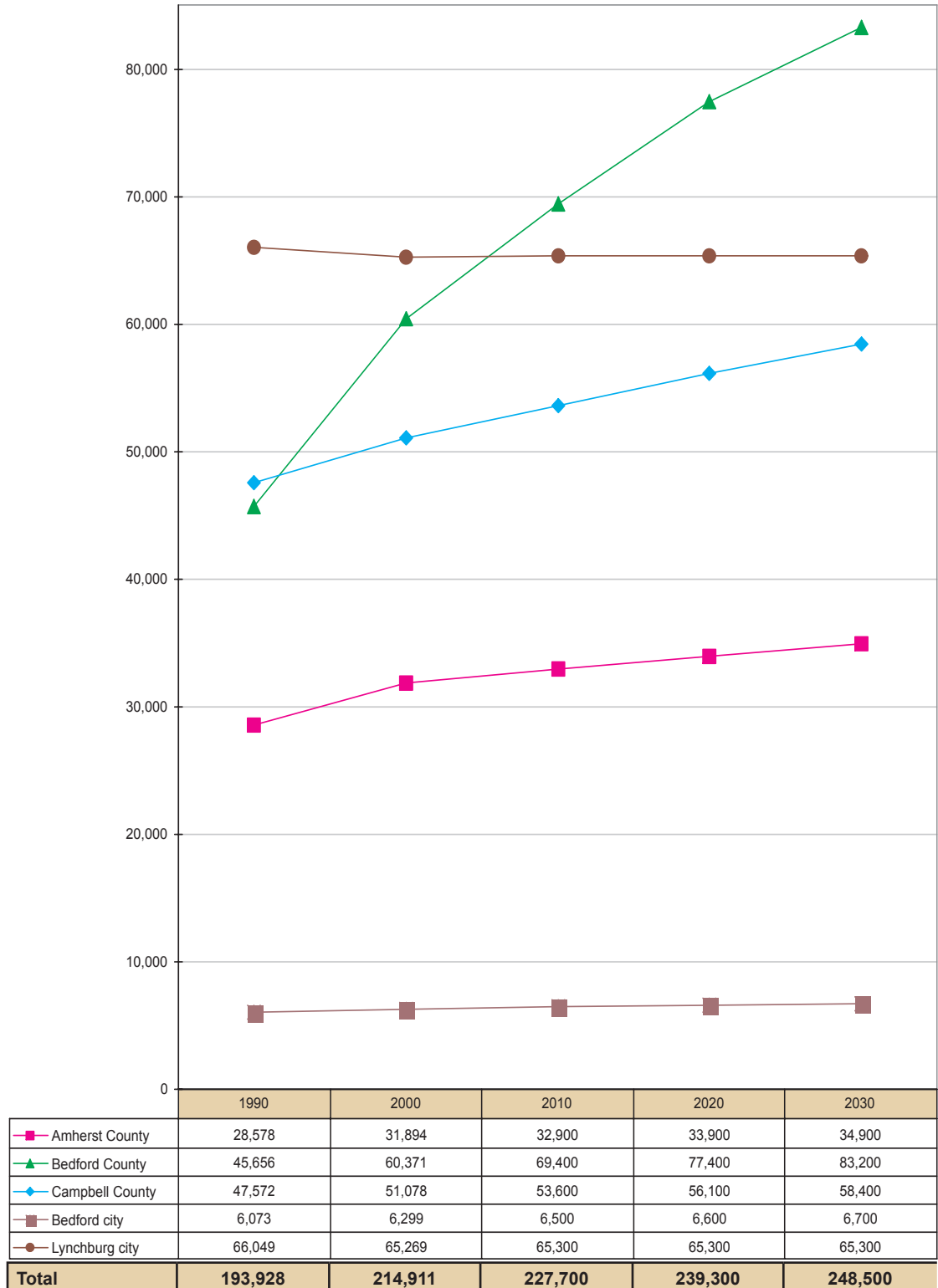
WIA VII		
Total Population	214,911	100.0%
Race		
White	171,169	79.6%
Black or African American	38,386	17.9%
American Indian and Alaska Native	661	0.3%
Asian	1,563	0.7%
Native Hawaiian and Other Pacific Islander	51	---
Other and Multi-Race	3,081	1.4%
Ethnicity		
Hispanic or Latino (of any race)	2,112	1.0%

Virginia		
Total Population	7,078,515	100.0%
Race		
White	5,120,110	72.3%
Black or African American	1,390,293	19.6%
American Indian and Alaska Native	21,172	0.3%
Asian	261,025	3.7%
Native Hawaiian and Other Pacific Islander	3,946	0.1%
Other and Multi-Race	281,969	4.0%
Ethnicity		
Hispanic or Latino (of any race)	329,540	4.7%

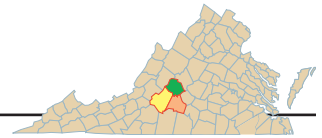
United States		
Total population	281,421,906	100.0%
Race		
One race	274,595,678	97.6%
White	211,460,626	75.1%
Black or African American	34,658,190	12.3%
American Indian and Alaska Native	2,475,956	0.9%
Asian	10,242,998	3.6%
Native Hawaiian and Other Pacific Islander	398,835	0.1%
Other and Multi-Race	22,185,301	7.9%
Ethnicity		
Hispanic or Latino (of any race)	35,305,818	12.5%



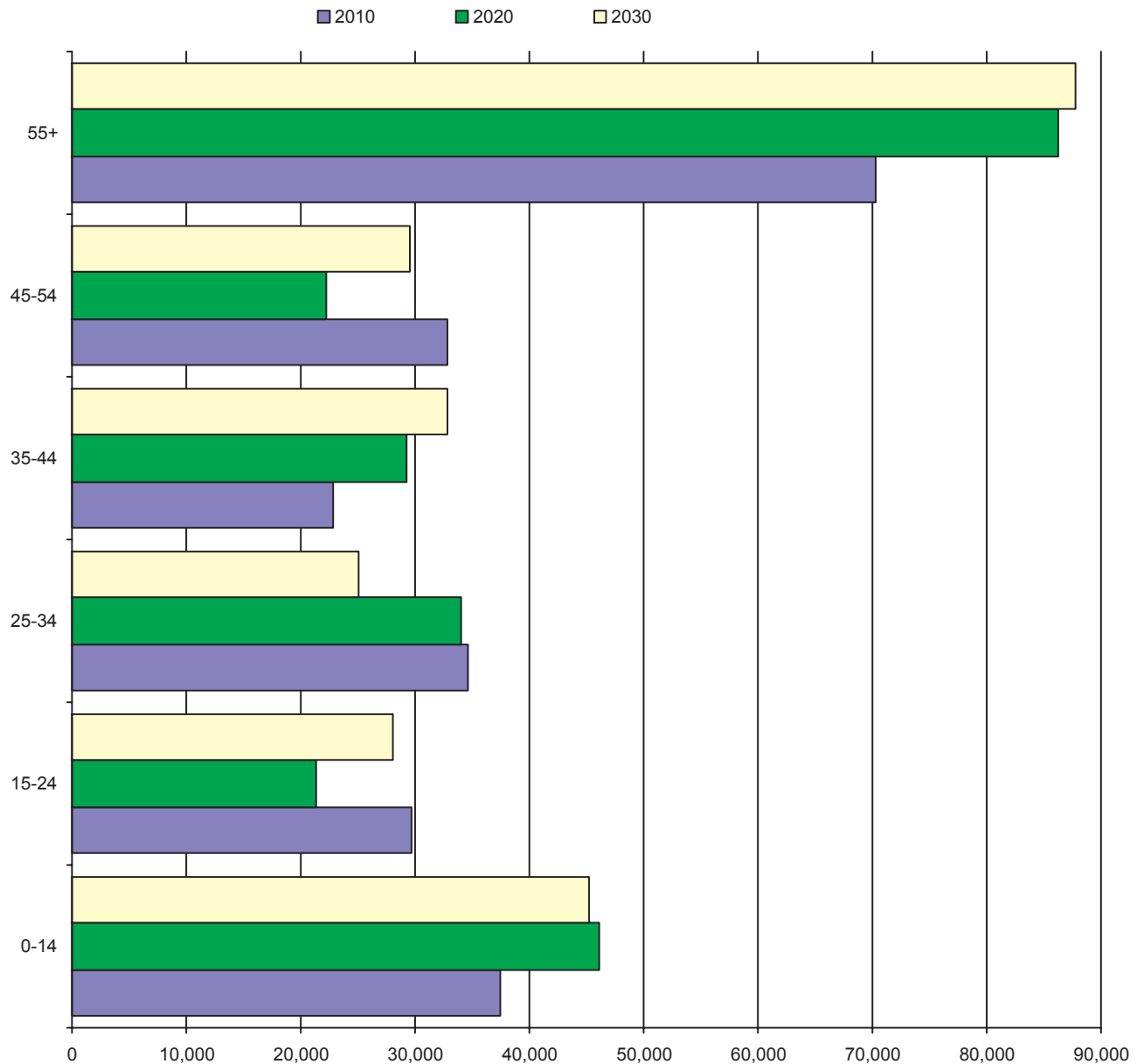
Population Change



Data for 2010 - 2030 are projections. Subparts may not add to total due to rounding.
Source: Virginia Employment Commission, 08/03, U.S. Census Bureau.

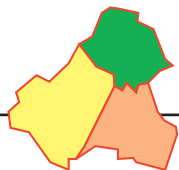


Population Projections by Age Cohort



	2010	2020	2030
0-14	37,411	46,143	45,224
15-24	29,718	21,389	27,994
25-34	34,681	33,994	25,070
35-44	22,817	29,261	32,829
45-54	32,828	22,196	29,582
55+	70,245	86,316	87,801
Total	227,700	239,300	248,500

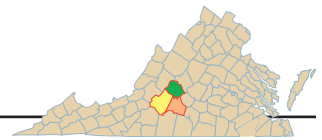
Subparts may not add to total due to rounding.
Source: Virginia Employment Commission.



English Language Skills

(Age 5 and over)

WIA VII		
	Total	Speak English less than well
Amherst County	30,113	134
Bedford County	56,881	233
Campbell County	48,064	219
Bedford city	5,944	7
Lynchburg city	61,433	569
WIA VII	202,435	1,162
Virginia	6,619,266	143,865
<i>Percent of Individuals who speak English less than well</i>		
Virginia	2.17%	
WIA VII	0.57%	



Commuting Patterns¹

Out-Commute (From)	In-Commute (To)				
	Amherst	Bedford City	Bedford County	Campbell	Lynchburg
	Amherst	41	261	839	5,393
	Bedford City	9	430	71	281
	Bedford County	414	3,850	1,339	7,705
	Campbell	781	166	1,241	11,386
	Lynchburg	1,627	224	1,286	2,005
Total To County/City From WIA VII	2,831	4,281	3,218	4,254	24,765
Other VA Localities	1,076	420	1,160	4,624	4,224
Out of State	38	24	61	27	
Total to County/ City:	3,945	4,725	4,439	8,905	28,989
Total In State	3,907	4,701	4,378	8,878	28,989
Total Out of State	38	24	61	27	0

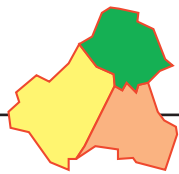
Source: "In-Commuting Patterns" and "Out-Commuting Patterns," 2000 Census data, Virginia Employment Commission, http://www.vec.state.va.us/vecportal/lbrmkt/lmi_menu.cfm

1. Empty cells within the table indicate that the area's commuting represents less than .2% of total commuting or may be zero.

* Total Commuting to/from WIA= Other VA Localities + Out of State

Example of how to use the Commuting Patterns table:

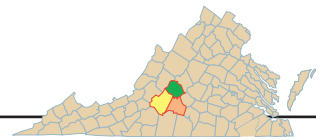
1. **"How many of Lynchburg's residents commute to Campbell County?"** On the horizontal or To axis, locate the column labeled Campbell. On the vertical or From axis, locate the row labeled Lynchburg. The intersection of the row and column, 2,005, is the number of Lynchburg's residents that commute to Campbell County.



Commuting Patterns¹

Out-Commute (From)		Total From County/City To WIA VII	Other VA Localities	Out of State	Total From County/ City:	Total In State	Total Out of State
	Amherst	6,534	1,228		7,762	# 7,762	0
	Bedford City	791	259	25	1,075	# 1,050	25
	Bedford County	13,308	9,874		23,182	# 23,182	0
	Campbell	13,574	1,848		15,422	# 15,422	0
	Lynchburg	5,142	745		5,887	# 5,887	0

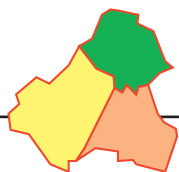
<u>Total WIA Commuting*</u>	
Total Commuting To WIA:	11,654
Total Commuting From WIA:	13,979



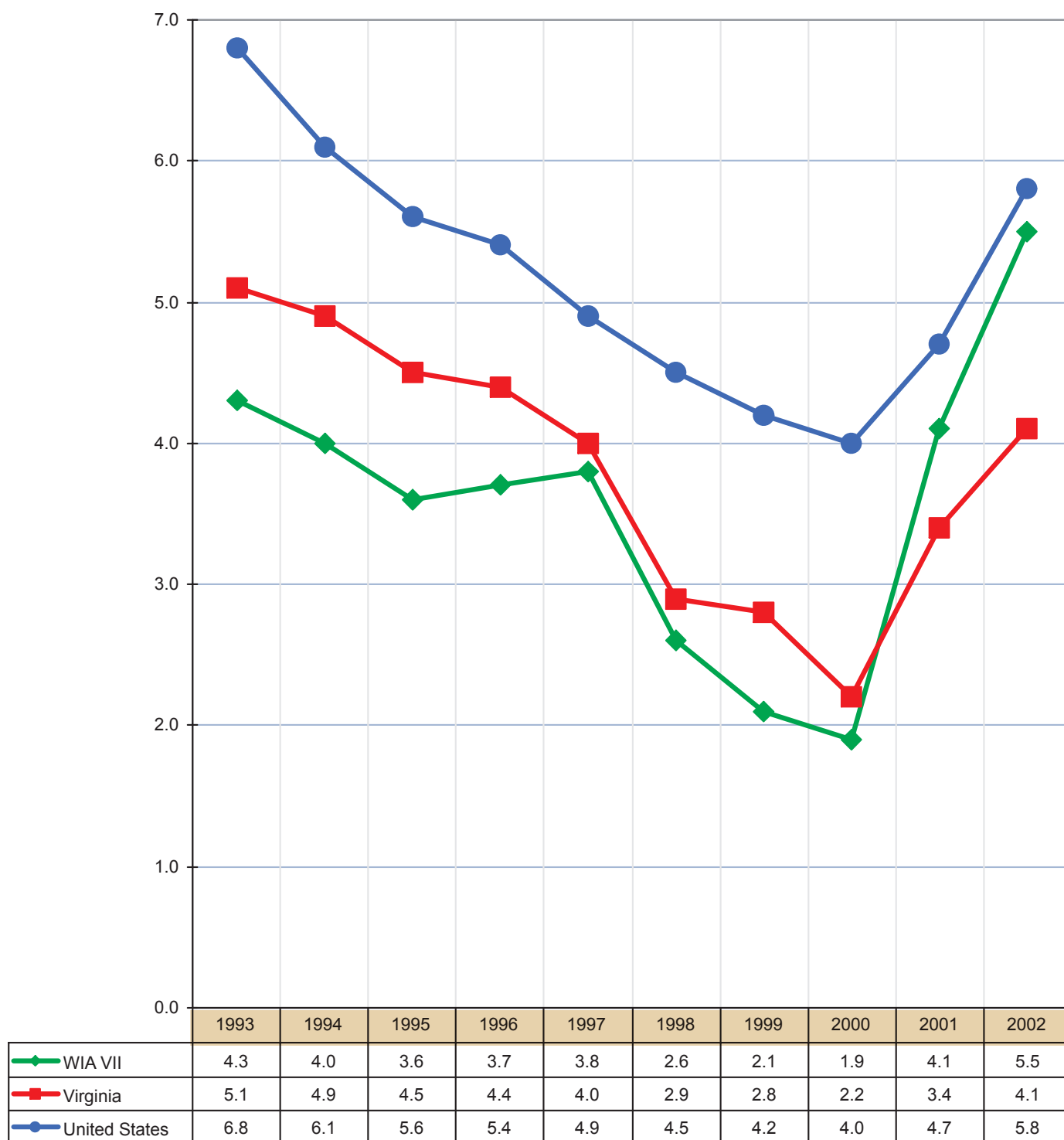
III. Economic Profile

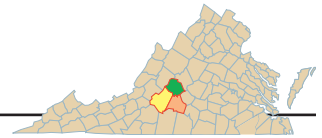
Where population demographics provide information on underlying trends within the labor force, economic data provides more detailed information on the likely demand for specific types of workers. Some key features of WIA VII's economy are as follows:

- Unemployment rates are above the statewide average. In 2001, WIA VII's unemployment rate started to drift above the statewide average. As of 2002, it stood at 5.5 percent, compared to the statewide average of 4.1 percent.
- Employment is concentrated in Manufacturing (20.8 percent), Government (14.2 percent), Retail Trade (13.8 percent), and Health Care (11.1 percent).
- Most recent new hires have been in Services (35.0 percent), Retail Trade (34.5 percent), and Construction (12.6 percent).
- Overall personnel turnover is below the statewide average (11.9 percent vs. 13.2 percent). Personnel turnover tends to be highest in Services (16.1 percent), followed by Retail Trade (15.1 percent), Agriculture, Forestry, and Fishing (15.1 percent), and Construction (12.8 percent).
- Weekly wages were highest in Manufacturing (\$837), followed by Finance/Insurance (\$836), Federal Government (\$818), Management (\$809), and Mining (\$723).
- Industries with the largest proportion of workers at or near retirement age (55 and above) are Services (17.7 percent), Mining (17.4 percent), Transportation (17.0 percent), and Manufacturing (16.5 percent).
- Employment projections indicate that between 1998 and 2008, most employment growth will occur in Services (7,654 additional jobs) and Retail Trade (2,672 additional jobs).
- Employment projections also indicate that between 1998 and 2008, the biggest growth in occupational employment will be in Cashiers (1,650 openings), Hand Packers and Packagers (540 openings), Secondary School Teachers (530 openings), and Registered Nurses (510 openings). Alternatively, the biggest declines in occupational employment will be in Textile Machine Operators, Production Inspectors, and Farm Equipment Operators.
- Based on January 2004 Unemployment data, the largest pools of available workers are in the Production, Construction and Extraction, Office and Administrative Support, and Transportation and Materials Moving occupations.



Unemployment Rate Trends



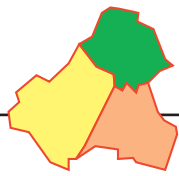


Employers by Size of Establishment

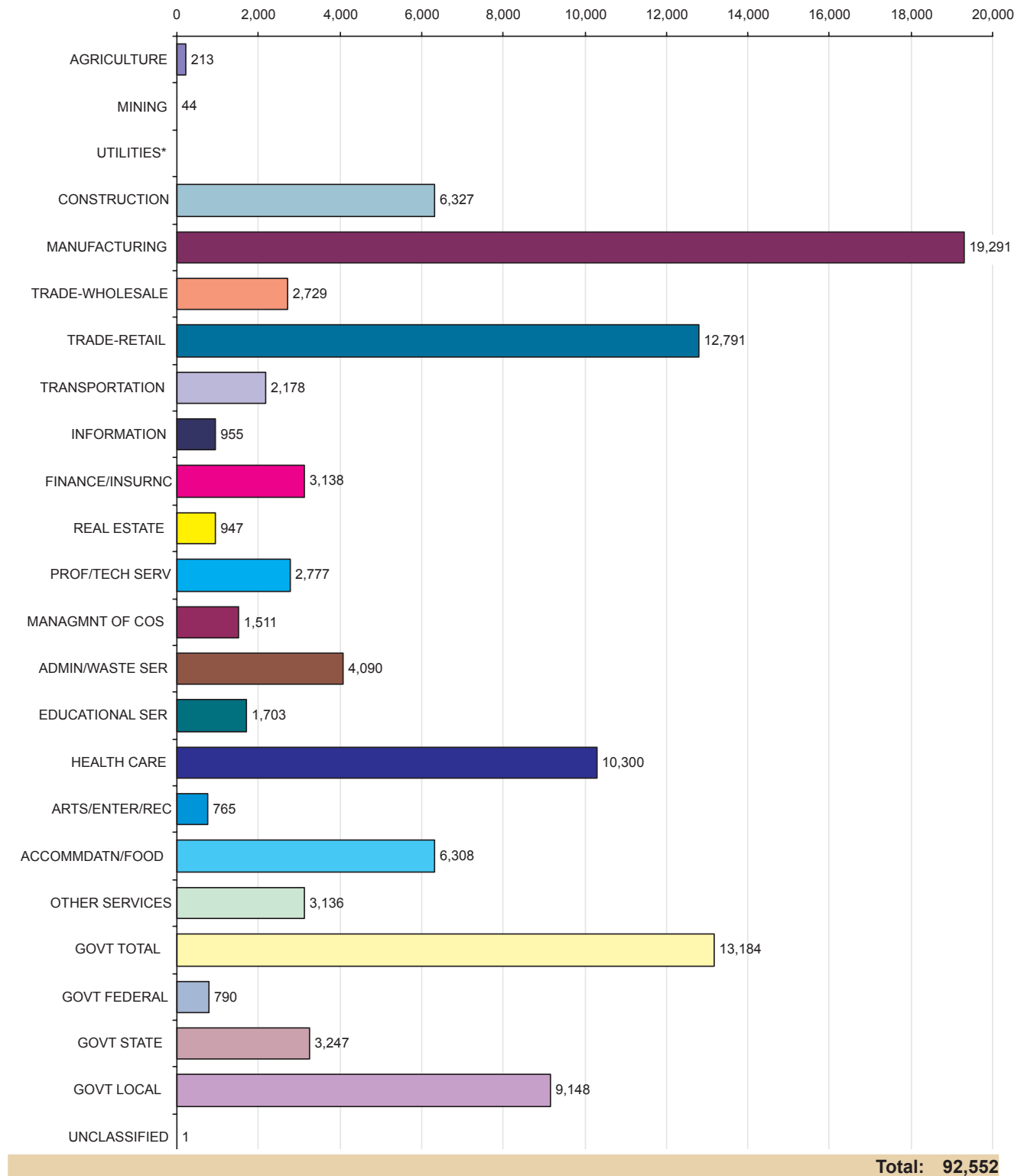
Number of Employees	WIA VII	Virginia
0 - 4	2,881	107,195
5 - 9	1,105	35,763
10 - 19	720	25,141
20 - 49	518	18,074
50 - 99	157	6,136
100 - 249	89	3,388
250 - 499	32	1,029
500 - 999	7	409
1000 +	8	229
TOTAL	5,517	197,364

Employment by Size of Establishment

Number of Employees	WIA VII	Virginia
0 - 4	5,568	188,377
5 - 9	7,313	238,634
10 - 19	9,622	340,363
20 - 49	15,772	553,221
50 - 99	11,150	422,392
100 - 249	12,385	503,348
250 - 499	11,459	352,727
500 - 999	4,817	274,493
1000 +	13,756	543,583
TOTAL	91,842	3,417,138

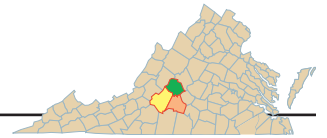


Employment by Industry



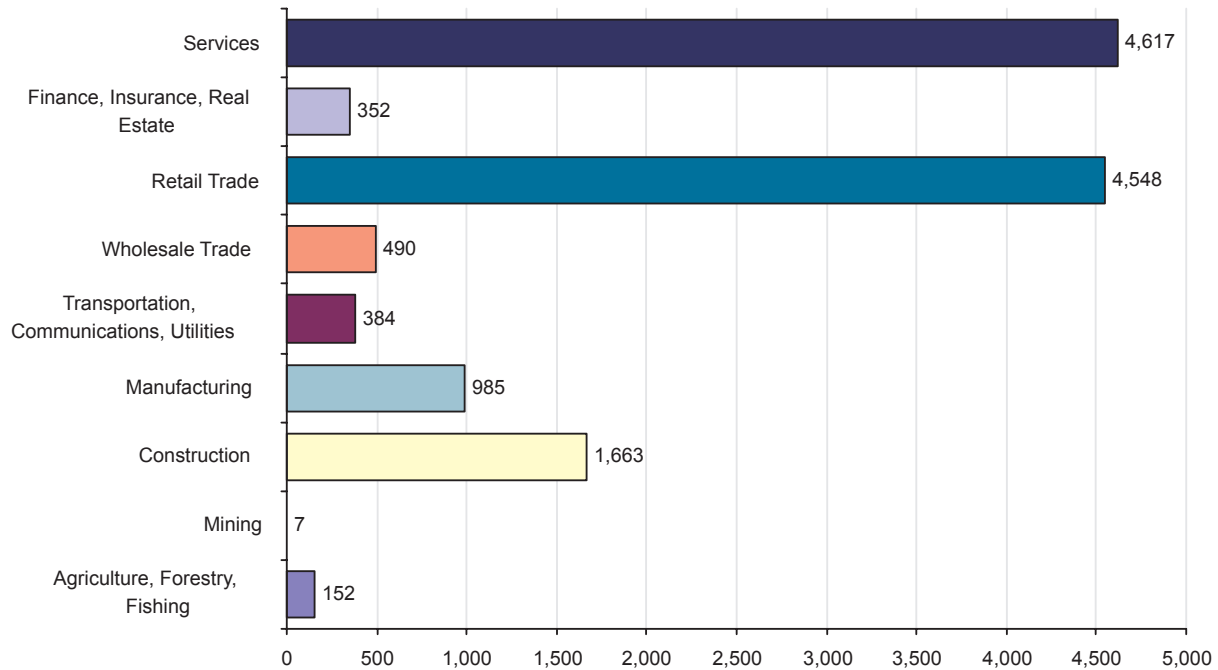
Source: Covered Employment and Wages, annualized 2002.

* Non-disclosed data



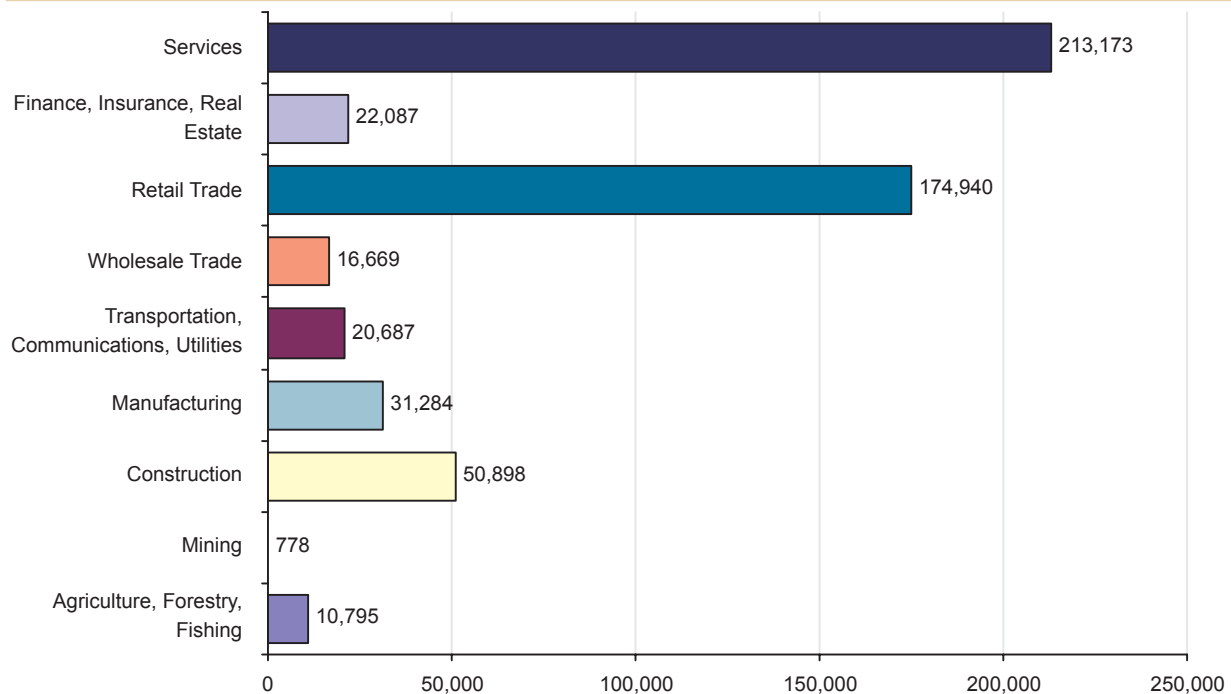
New Hires by Industry

WIA VII

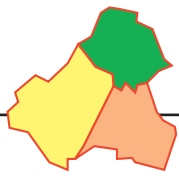


Total: 13,200

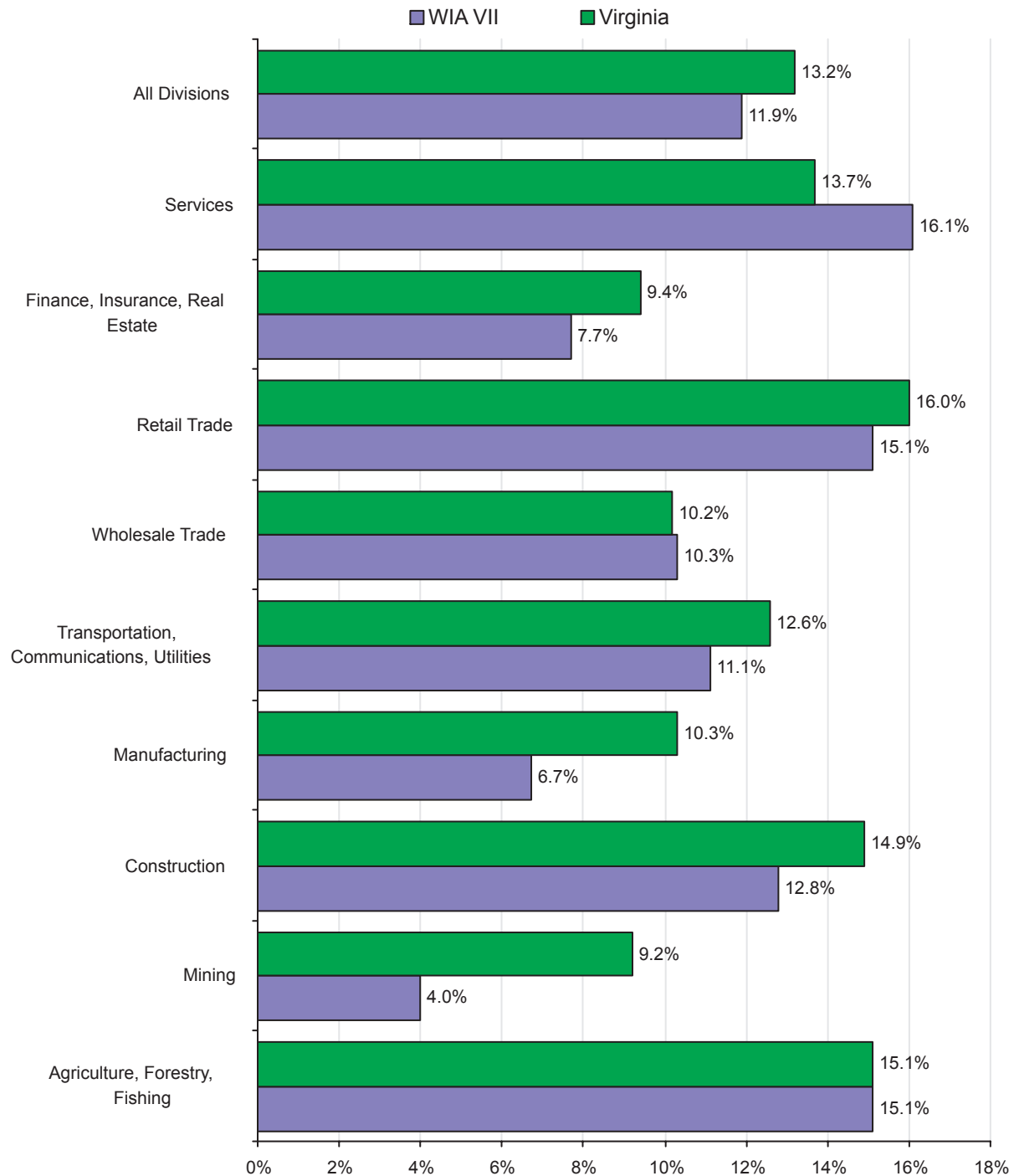
Virginia

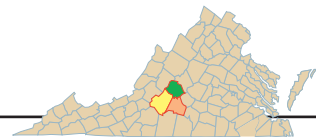


Total: 541,323

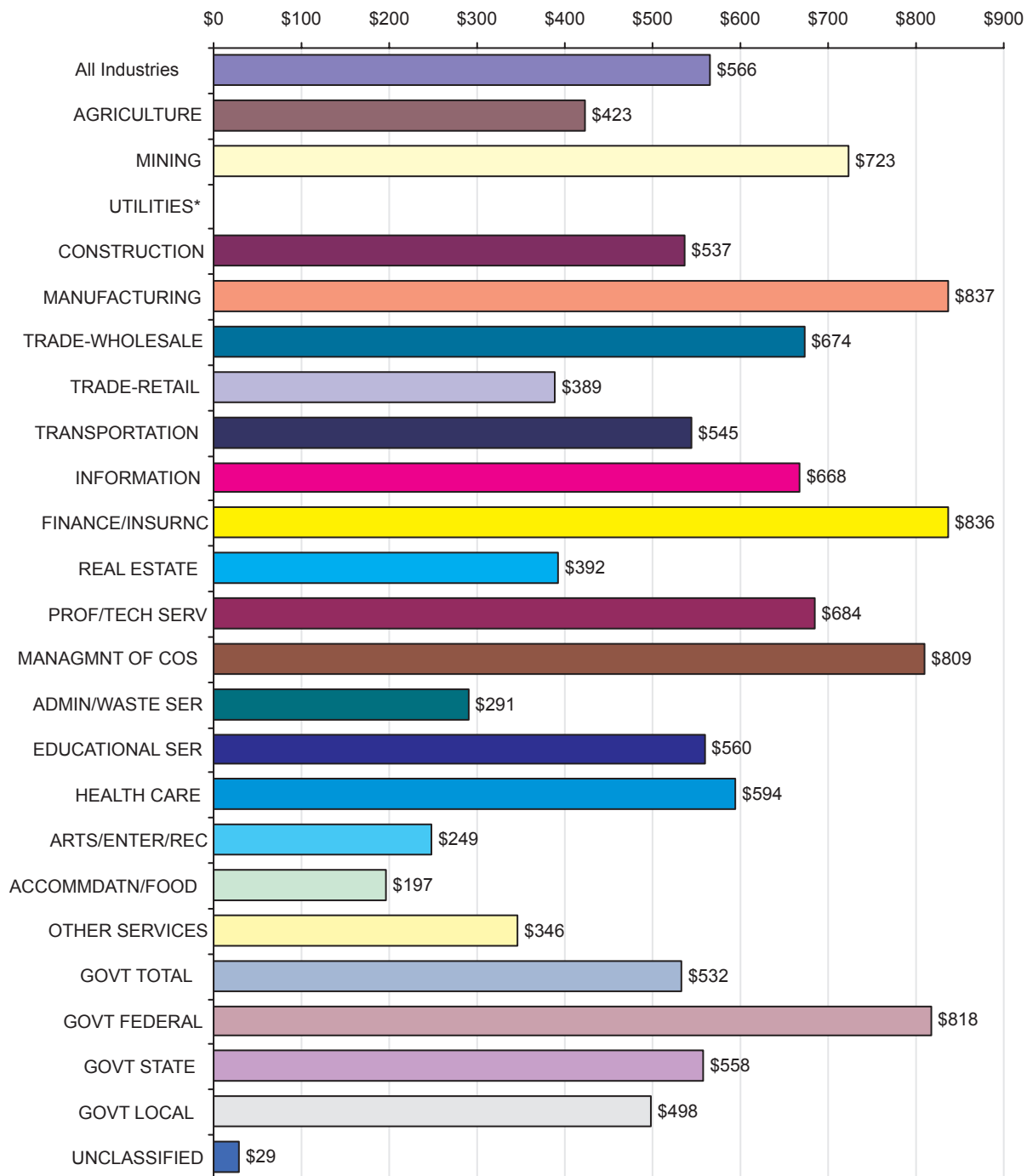


Turnover by Industry



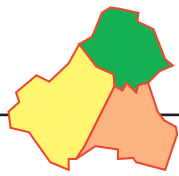


Average Weekly Wage by Industry



Source: Covered Employment and Wages, annualized 2002.

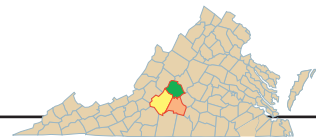
* Non-disclosed data



Age of Workers by Industry

■ WIA VII
 ■ Virginia

	14 - 18	19 - 21	22 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 99	14 - 99
Total Employment	2,886	4,560	4,565	16,606	20,109	17,302	9,403	2,600	78,033
	106,356	162,652	180,601	659,050	739,013	576,728	282,064	81,995	2,788,457
Agriculture, Forestry, and Fishing	41	56	53	159	165	102	55	24	654
	2,219	3,048	3,158	9,842	9,481	6,372	2,705	1,600	38,424
Mining	0	0	0	19	40	28	15	4	109
	22	221	366	1,702	2,803	3,498	1,129	136	9,876
Construction	117	385	413	1,562	1,822	1,313	660	181	6,451
	3,907	10,799	13,521	50,770	61,204	41,178	18,359	6,009	205,745
Manufacturing	66	373	678	4,056	5,821	5,608	3,003	279	19,882
	2,142	9,334	14,693	72,949	106,504	94,364	46,938	7,579	354,504
Transportation, Communications, and Utilities	19	59	109	583	789	682	361	99	2,700
	1,059	4,542	8,097	42,450	52,051	40,960	16,851	3,199	169,208
Wholesale Trade	38	122	191	1,126	1,355	1,143	603	171	4,747
	1,691	4,449	6,486	33,407	43,317	32,948	15,708	4,557	142,564
Retail Trade	2,007	2,187	1,545	3,571	3,530	2,743	1,459	691	17,732
	67,335	76,880	57,338	136,252	130,099	94,331	48,135	20,155	630,522
Finance, Insurance, and Real Estate	36	112	220	982	1,148	975	465	101	4,038
	1,775	7,281	13,158	53,760	56,683	42,503	20,070	5,079	200,308
Services	563	1,267	1,356	4,550	5,441	4,709	2,785	1,051	21,720
	26,206	46,097	63,782	257,918	276,866	220,571	112,170	33,682	1,037,291



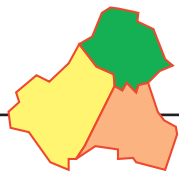
Total Employment by Industry

	Employment			Percent Change	
	Esti- mated 1998	Pro- jected 2008	Change	Total	Annual
Total All Industries	99,012	111,198	12,186	12.31%	1.17%
Agriculture, Forestry and Fishing, Total	D	D	D	D	D
Mining, Total	D	D	D	D	D
Construction, Total	5,777	6,354	577	9.99%	0.96%
Manufacturing, Total	25,440	25,478	38	0.15%	0.01%
Durable Goods Manufacturing, Total	15,340	15,695	355	2.31%	0.23%
Nondurable Goods Manufacturing, Total	10,100	9,783	-317	-3.14%	-0.32%
Transportation and Public Utilities, Total	4,652	5,016	364	7.82%	0.76%
Transportation, Total	3,732	3,989	257	6.89%	0.67%
Communications and Utilities, Total	920	1,027	107	11.63%	1.11%
Wholesale and Retail Trade, Total	20,812	23,713	2,901	13.94%	1.31%
Wholesale Trade, Total	3,402	3,631	229	6.73%	0.65%
Retail Trade, Total	17,410	20,082	2,672	15.35%	1.44%
Finance, Insurance, and Real Estate, Total	4,372	4,597	225	5.15%	0.50%
Services, Total	28,702	36,356	7,654	26.67%	2.39%
Federal Government (Except Post Office)	163	148	-15	-9.20%	-0.96%
State Government (Except Education and Hospitality)	2,852	3,157	305	10.69%	1.02%
Local Government (Except Education and Hospitality)	2,808	3,154	346	12.32%	1.17%

Employment by Major Occupation Group

	Employment			Openings		
	Estimated 1998	Projected 2008	% Change	Replacements	Growth	Total
Total, All Occupations	98,971	111,166	12.32%	23,550	12,195	35,770
Executive, Administrative and Managerial Occupations	6,346	7,058	11.22%	1,140	712	1,860
Professional Specialty Occupations	18,076	21,672	19.89%	3,530	3,596	7,070
Marketing and Sales Occupations	11,067	12,665	14.44%	3,380	1,598	4,990
Administrative Support Occupations, Clerical	14,791	16,350	10.54%	3,060	1,559	4,630
Service Occupations	13,605	16,063	18.07%	4,280	2,458	6,730
Agriculture, Forestry, and Fishing Occupations	3,321	3,204	-3.52%	900	-117	900
Precision Production, Craft and Repair Occupations	11,595	12,358	6.58%	2,630	763	3,440
Operators, Fabricators, and Laborers	20,170	21,796	8.06%	4,630	1,626	6,270

Source: Industry and Occupational Employment Projections, 1998 — 2008.
Projections are for the Lynchburg MSA.



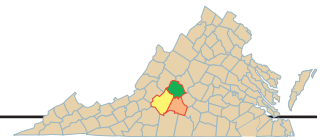
Growth Occupations

	Employment			Openings			Wages
	Estimated 1998	Projected 2008	% Change	Replacements	Growth	Total	Median Annual Wage
Systems Analysts	290	505	74.14%	20	215	240	\$59,470
Computer Support Technicians	239	389	62.76%	10	150	160	\$35,110
Telemarketers, Door-To-Door Sales	403	624	54.84%	100	221	320	\$18,370*
Home Health Aides	274	413	50.73%	40	139	180	\$17,700
Adjustment Clerks	409	573	40.10%	30	164	190	\$29,883
Social Workers, Except Med. and Psych.	321	435	35.51%	40	114	150	\$29,080
Physicians	332	446	34.34%	50	114	160	\$114,870*
Teacher Aides, Paraprofessional	383	513	33.94%	40	130	170	\$13,590
Correctional Officers	434	576	32.72%	120	142	260	\$27,300
Nursing Aides and Orderlies	948	1,248	31.65%	130	300	430	\$17,700
Hand Packers and Packagers	1,013	1,306	28.92%	250	293	540	\$18,600
Receptionists and Information Clerks	867	1,099	26.76%	170	232	400	\$19,280
Guards	642	809	26.01%	160	167	330	\$20,890
Teachers, Secondary School	974	1,197	22.90%	310	223	530	\$35,390
Truck Drivers, Light	940	1,146	21.91%	130	206	340	\$19,730
Laborers, Landscapers and Groundskeepers	518	630	21.62%	150	112	260	\$18,040
Licensed Practical/Vocational Nurses	545	648	18.90%	120	103	220	\$28,460
Registered Nurses	1,448	1,713	18.30%	240	265	510	\$44,960*
Maids and Housekeeping Cleaners	692	813	17.49%	130	121	250	\$13,750
Cashiers	2,749	3,201	16.44%	1,200	452	1,650	\$14,000

Declining Occupations

	Employment			Openings		
	Estimated 1998	Projected 2008	% Change	Replacements	Growth	Total
Child Care Workers, Private	90	60	-33.33%	40	-30	40
Textile Machine Operators/Tenders	428	298	-30.37%	70	-130	70
Sewing Machine Operators, Garment	176	130	-26.14%	20	-46	20
Productions Inspectors, Graders	596	513	-13.93%	140	-83	140
Farm Equipment Operators	666	590	-11.41%	200	-76	200
Bank Tellers	465	436	-6.24%	200	-29	200
Stock Clerks, Sales Floor	842	812	-3.56%	130	-30	130
Bookkeeping, Accounting, Audit Clerks	1,134	1,108	-2.29%	210	-26	210

Source: Industry and Occupational Employment Projections, 1998 — 2008. 2002 OES Wage Survey Data.
 Projections are for the Lynchburg MSA. Wages are for WIA VII.
 These figures reflect the Median Annual Wage for Virginia. Wage data for these occupations in WIA VII were not available.

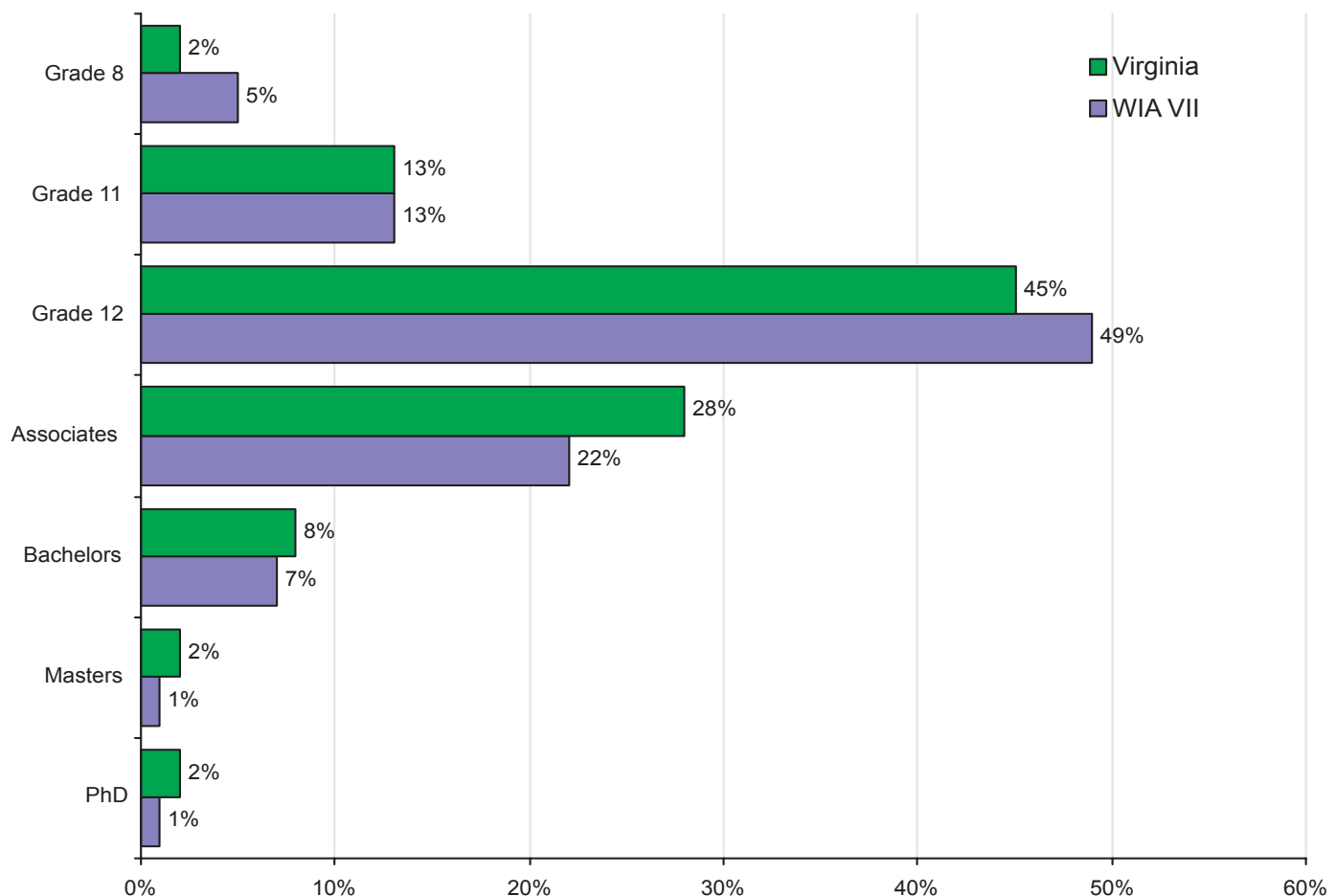


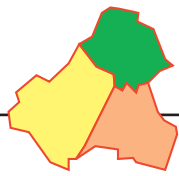
Characteristics of the Unemployed

Marketing the local labor force to new or expanding companies requires information about potential employees that would be available for immediate hire. Monthly data, collected as unemployed individuals apply for unemployment insurance benefits, provide information on various characteristics of the unemployed claimants. Demographic characteristics are recorded for age, race, sex, and education level. In addition, the industry of last employment and the occupation held in the most recent job is also part of the information collected when applicants register for unemployment insurance benefits.

As seen in the chart below, 49% of the unemployed claimants in Region 2000/Central Virginia have a grade 12 education level, as compared to only 41% of claimants statewide. On the other hand, at the level of Associates degree and higher, Region 2000/Central Virginia has a smaller percentage of claimants relative to the state. While Region 2000/Central Virginia has 2,135 unemployed claimants with at least an Associates degree, some of the other regions of the state have a higher ratio of claimants with post-secondary education.

Unemployed Claimants by Education Level





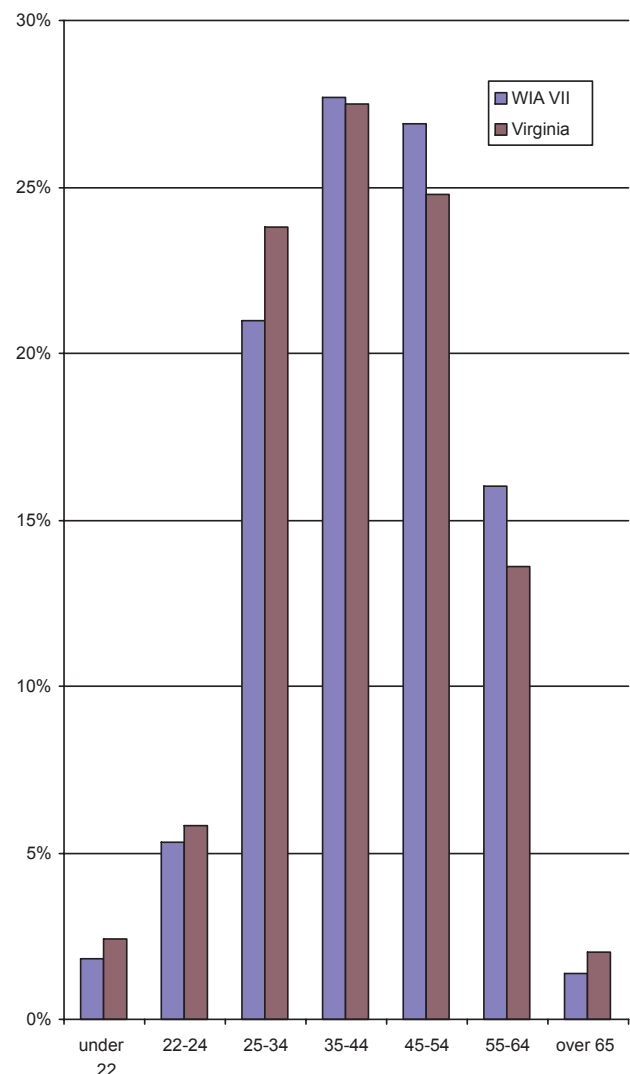
Characteristics of the Unemployed

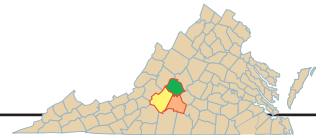
Production workers comprise the largest category of unemployed beneficiaries in Region 2000/Central Virginia, accounting for almost 26% of total claimants in February 2004. Construction and Extraction and Office and Administrative Support workers also account for a significant share of the unemployed claimants, collectively representing over 27% of the total. Employers requiring workers in these occupation categories will find an abundant supply.

Claimants by Occupation

OCCUPATION	Number of Claimants
Management	387
Business and Financial Operations	113
Computer and Mathematical	106
Architecture and Engineering	140
Life, Physical, and Social Science	19
Community and Social Services	23
Legal	24
Education, Training, and Library	28
Arts, Design, Entertainment, Sports, and Media	50
Healthcare Practitioners and Technical	59
Healthcare Support	84
Protective Service	62
Food Preparation and Serving Related	220
Building and Grounds Cleaning and Maintenance	253
Personal Care and Service	45
Sales and Related	503
Office and Administrative Support	790
Farming, Fishing, and Forestry	13
Construction and Extraction	1,066
Installation, Maintenance, and Repair	323
Production	1,757
Transportation and Material Moving	715
Military Specific	25
SOC INA	7
TOTAL	6,812

Claimants by Age

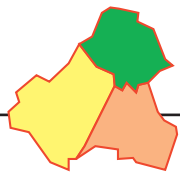




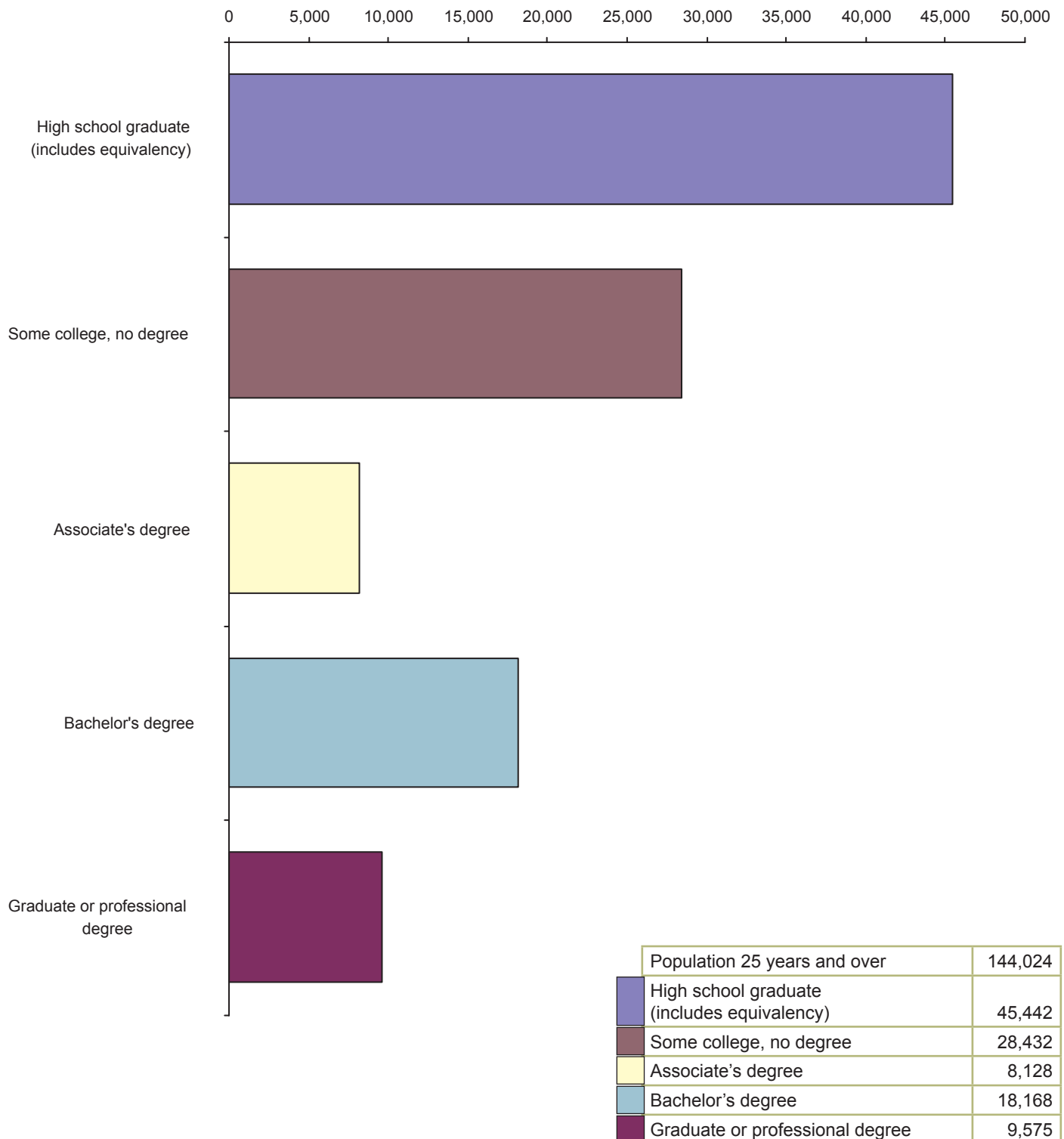
IV. Education Profile

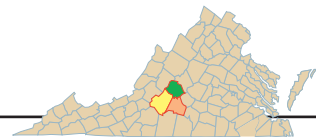
Education data describe the human capital embodied in the current labor force and provide insight into the education and training that will be required to fill the ranks of the future labor force. Some key features of the WIA VII's education and training environment are as follows:

- Educational attainment at the baccalaureate level and above is below the statewide average.
- An assessment of the occupation-driven demand for local training needs indicates that between 1998 and 2008 the greatest demand for graduates from:
 - *Post-secondary vocational programs* will be in Auto Mechanic/Technician and Licensed Practical Nursing.
 - *Associate's degree programs* will be in Registered Nursing.
 - *Baccalaureate degree programs* will be in Accounting; Computer and Information Sciences; and Elementary Teacher Education, and General Education.
- An assessment of the occupation-driven demand for worker skills indicates that between 1998 and 2008 there will be only small changes in required skill levels.



Education Level





Occupation-Driven Training Projection

In this section we use Virginia Employment Commission's (VEC's) occupational employment projections for the Lynchburg Metropolitan Statistical Area (MSA),¹ in combination with a crosswalk developed by the National Crosswalk Service Center (NCSC) to "map" occupations into their prerequisite education and training programs.² Often these are many-to-many relationships where one occupation maps into several alternative education and training programs, and one program serves as a conduit into multiple occupations. The analysis is then further refined by using a classification scheme developed by the Bureau of Labor Statistics (BLS) to "sort" occupations according to the minimum degree or award typically required for employment in that occupation.³ Through this combination of steps, we are able to use VEC's occupational employment projections to predict the

occupation-driven demand for specific education and training programs within the Lynchburg MSA.⁴ The method used to accomplish this task is not new and has been successfully employed in earlier studies conducted in several states, including Virginia.⁵

The table that follows depicts the annual occupation-driven demand for training needs in the Lynchburg MSA for the 1998 to 2008 period, as derived from this analysis. As these data show, the largest numbers of needed graduates are in business (*e.g.*, Business Administration and Management), education (*e.g.*, Elementary Teacher Education and General Education), and health (*e.g.*, Registered Nurse and Licensed Practical Nurse).

¹ The Lynchburg Metropolitan Statistical Area is comprised of Amherst, Bedford, and Campbell counties, and the cities of Bedford and Lynchburg.

² The National Crosswalk Service Center (NCSC) is funded by the U.S. Department of Labor, Employment and Training Administration. This crosswalk identifies the prerequisite instructional programs necessary for employment in 651 specific occupations.

³ The Bureau of Labor Statistics classifies occupations according to eleven education and training categories. Four of these involve on-the-job training or work experience only and the remaining seven require some level of postsecondary education (*i.e.*, first-professional degree, doctoral degree, master's degree, bachelor's degree, associate's degree, or postsecondary vocational training). For purposes of this study, we restrict the analysis to occupations that fall within these seven education and training categories.

⁴ More formally, the demand for education and training programs is calculated as:

$$DCIP_i = \sum DCipji$$

Where,

$$DCipji = (SOC_j)(GCIP_i / \sum GCipij)$$

and,

$DCIP_i$ = the annual demand for instructional program i

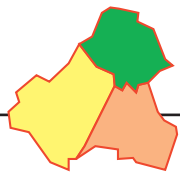
$\sum DCipji$ = the annual demand for instructional program i across all occupation(s) j

SOC_j = the projected annual openings for occupation j

$GCIP_i$ = Virginia graduates from instructional program i (for academic year 2000-01)

$\sum GCipij$ = Virginia graduates from all instructional program(s) i (for academic year 2000-01) related to occupation j

⁵ Similar methods are used in at least seven states (California, Georgia, Idaho, Illinois, New Jersey, Utah, and Virginia) to project anticipated education and training demands. For an excellent exposition of this method see, William J. Drummond and Jan L. Youtie, "Occupational Employment, Demand for College Graduates, and Migration: A Statewide View," a report to the Board of Regents, University System of Georgia, 1999. For an example of how this method has been used previously in Virginia see, A. Fletcher Mangum, "System-Wide Needs Assessment for Virginia Education," State Council of Higher Education for Virginia, March 28, 2002, p.90.

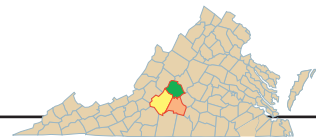


Annual Occupation-Driven Training Needs in the Lynchburg MSA, 1998 - 2008

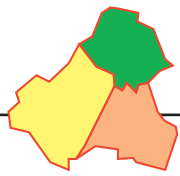
Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Accounting					15			15
Administrative Assistant/Secretarial Science, General							4	4
Agricultural Business and Management, General				1				1
Agricultural Business/Agribusiness Operations				1				1
Agricultural Teacher Education (Vocational)					1			1
Animal Sciences, General				2				2
Architecture					2			2
Art Teacher Education					2			2
Art, General				1				1
Auto/Automotive Mechanic/Technician							19	19
Automotive Engineering Tech/Technician							1	1
Barber/Hairstylist							1	1
Bilingual/Bicultural Education					1			1
Biology, General		1						1
Business Administration and Management, General				98	5			103
Business Computer Programming/Programmer					2			2
Business Marketing and Marketing Management				1				1
Business Systems Analysis and Design					1			1
Business System Networking and Telecommunications						4		4
Business Teacher Education (Vocational)					1			1
Cardiovascular Tech / Technician						2		2
Chemistry, General					1			1

Education Profile

WIA VII



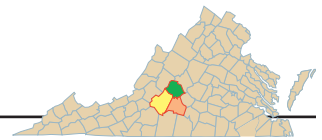
Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Child Care and Guidance Workers and Managers, General					10			10
Child Care Provider/Assistant					4			4
Child Care Services Manager					1			1
City/Urban, Community and Regional Planning			2					2
Civil Engineering, General					4			4
Communication Disorders, General			1					1
Communication Systems Installer and Repairer							2	2
Computer and Information Sciences, General					14			14
Computer and Information Sciences, Other					1			1
Computer Engineering					2			2
Computer Engineering Tech / Technician						1		1
Computer Installer and Repairer							1	1
Computer Maintenance Tech/ Technician							2	2
Computer Programming					4			4
Computer Systems Analysis					1			1
Computer Teacher Education					1			1
Cosmetologist							6	6
Counselor Education Counseling and Guidance Services			5					5
Dental Hygienist						5		5
Dentistry (DDS, DMD)	2							2
Design and Applied Arts, Other					1			1
Design and Visual Communications					2			2
Dietetics/Human Nutritional Services					1			1
Education Administration and Supervision, General				3				3
Education, General				6	38			44



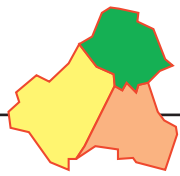
Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Electrical and Electronic Engineering – Related Technology/Technician						1		1
Electrical, Electronic and Communications Engineering Tech/Technician						2		2
Electrical, Electronics and Communications Engineering					10			10
Elementary Teacher Education					21			21
Elementary, Middle and Secondary Education Administration				1				1
Emergency Medical Tech / Technician							2	2
Engineering/Industrial Management				9				9
English Teacher Education					3			3
Enterprise Management and Operation, General				1				1
Farm and Ranch Management				1				1
Fashion Design and Illustration					1			1
Finance, General				11	6			17
Financial Planning					1			1
Fine/Studio Arts				1				1
Foods and Nutrition Studies, General					1			1
Funeral Services and Mortuary Science						2		2
General Buying Operations					1			1
General Retailing Operations					1			1
Graphic Design, Commercial Art and Illustration				2				2
Health and Physical Education, General					1			1
Health Teacher Education					2			2
Human Resources Management				2	9			11
Human Resources Management, Other					1			1
Industrial/Manufacturing Engineering					1			1

Education Profile

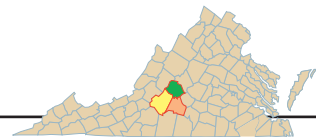
WIA VII



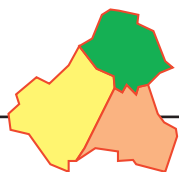
Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Information Sciences and Systems					7	5		12
Insurance and Risk Management					2			2
Insurance Marketing Operations					6			6
Interior Design					1			1
International Business				3				3
Investments and Securities					4			4
Junior High/Intermediate/ Middle School Teacher Education					1			1
Labor/Personnel Relations and Studies				1	1			2
Law (LL.B., J.D.)	5							5
Library Science/Librarianship			4					4
Management Information Systems and Business Data Processing					7	8		15
Management Science			1					1
Mathematics Teacher Education					2			2
Mechanical Engineering					6			6
Medical Administrative Assistant / Secretary							1	1
Medical Records Tech / Technician						3		3
Medical Transcription							3	3
Medicine (M.D.)	14							14
Music Teacher Education					4			4
Natural Resources Conservation, General					1			1
Nursing (R.N. Training)						41		41
Nursing Science (Post-R.N.)						2		2
Nursing, Family Practice (Post-R.N.)						1		1
Nursing, Other						6		6
Occupational Therapy					2			2
Organizational Behavior Studies					2			2
Osteopathic Medicine (D.O.)	2							2



Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Paralegal/Legal Assistant						3		3
Parks, Recreation and Leisure Facilities Management					1			1
Pharmacy (B. Pharm, Pharm. D.)	4							4
Physical Education Teaching and Coaching					9			9
Physical Therapy			3					3
Physical Therapy Assistant						3		3
Physician Assistant					3			3
Practical Nurse (L.P.N. Training)							22	22
Psychiatric/Mental Health Services Technician							1	1
Psychology, General			2					2
Public Administration				7				7
Public Relations and Organizational Communications					2			2
Purchasing, Procurement and Contracts Management					8			8
Reading Teacher Education					5			5
Real Estate					2		2	4
Respiratory Therapy Technician						3		3
School Psychology			1					1
Science Teacher Education, General					1			1
Secondary Teacher Education					6			6
Social Science Teacher Education					1			1
Social Studies Teacher Education					1			1
Special Education, General					3			3
Speech-Language Pathology			1					1
Speech-Language Pathology and Audiology			2					2
Surgical/Operating Room Technician							2	2
Taxation					1			1



Program	First Professional	Doctoral Degree	Master's Degree	Work Experience plus degree	Bachelor's Degree	Associate's Degree	Postsecondary Vocational Training	Total
Teacher Education, Specific Academic and Vocational Programs					2			2
Technical Teacher Education (Vocational)					1			1
Technology Teacher Education/Industrial Arts Teacher Education					1			1
Trade and Industrial Teacher Education (Vocational)					1			1
Travel Services Marketing Operations							2	2
Veterinarian Assistant / Animal Health Technician						2		2
Veterinary Medicine (D.V.M.)	2							2
TOTAL	29	1	22	152	268	94	71	637



Work Skills Projection

In this section we use the VEC's occupational employment projections for the Lynchburg MSA, in combination with occupational skills profiles developed by ACT,¹ to identify the skill sets that will be required to fill projected annual job openings within the region. The skills categories addressed in this analysis are Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing. A description of each category, the skills levels associated with it, and the proportion of projected annual job openings that fall within each skill level follow.

Applied Mathematics

The *Applied Mathematics* assessment measures a person's skill in using mathematical reasoning to solve work-related problems. ACT defines the skills levels associated with this category as follows.

Level 3:

- Perform basic mathematical operations using whole numbers and decimals.
- Convert a number from one form into another using whole numbers, fractions, decimals, or percentages.
- Solve problems that are straightforward, involving a single type of mathematical operation.
- Translate easily from a verbal setup to a mathematical equation when all the information needed to solve the problem is provided in logical order and no unrelated information is included.

Level 4 (in addition to requirements for previous levels):

- Perform one or two mathematical operations using several positive or negative numbers.
- Add commonly known fractions, decimals, or percentages, or add three fractions that share a common denominator.
- Calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.
- Reorder verbal information before performing calculations.

- Determine which operations to perform and in what order.
- Read a simple chart or graph to obtain the information needed to solve a problem.

Level 5 (in addition to requirements for previous levels):

- Look up and calculate single-step conversions within English or non-English systems of measurement or between systems of measurement.
- Calculate using mixed units and several steps of logic.
- Calculate perimeters and areas of basic shapes.
- Calculate percentage discounts and markups.
- Determine what information, calculations, and unit conversions are needed to find a solution.

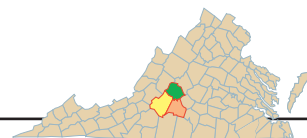
Level 6 (in addition to requirements for previous levels):

- Calculate using negative numbers, fractions, ratios, percentages, and mixed numbers.
- Calculate multiple rates for comparison or use in other calculations.
- Find basic areas and volumes of rectangular solids.
- Identify and correct errors in calculations.
- Solve problems involving considerable setup and multiple-step calculations or conversions.

Level 7 (in addition to requirements for previous levels):

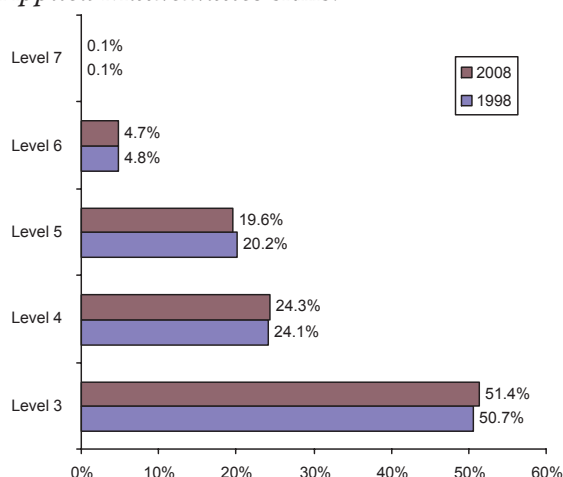
- Calculate using multiple steps of logic.
- Calculate multiple areas and the volumes of spheres, cylinders, and cones.
- Solve problems with more than one unknown.
- Solve problems involving nonlinear functions, such as rates of change.
- Calculate by applying basic statistical concepts.

¹ The occupational skills profiles used in this analysis were provided by ACT. ACT is an independent, non-profit organization that specializes in research and assessment related to education and work. These profiles are based on actual ACT *WorkKeys* assessments of thousands of employed individuals nationally. They represent the most comprehensive and current measure of the work skills required for specific occupations.

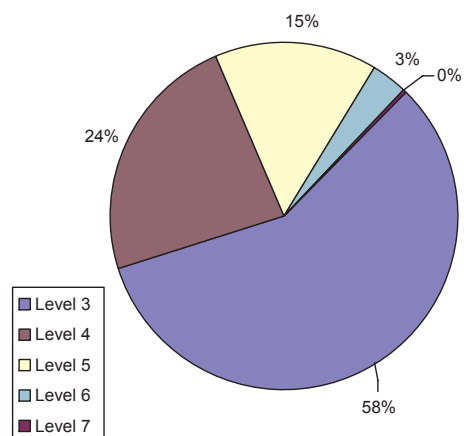


- Derive information needed to solve problems if incomplete or implicit information is presented.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Applied Mathematics* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 3 *Applied Mathematics* skills.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – *Applied Mathematics*



Annual Openings in the Lynchburg MSA by Required Skill Level – *Applied Mathematics*

Applied Technology

The *Applied Technology* assessment measures a person's skill in using the basic principles of mechanics, electricity, fluid dynamics, and thermodynamics to solve problems with machines, equipment, and structures

found in the workplace. ACT defines the skills levels associated with this category as follows.

Level 3:

- Understand the operation of basic hand tools, simple machine components, and uncomplicated systems, such as piping systems, simple electrical heaters, or other equipment found in the home, school, or workplace.
- Apply elementary principles underlying the operation of physical systems, such as the workings of plumbing components or simple electrical systems.

Level 4 (in addition to requirements for previous levels):

- Understand the operation of moderately complex tools, machines, and systems, such as appliances, pulley-driven equipment, or piping systems that carry more than one fluid.
- Apply elementary principles underlying the operation of physical systems, such as a block and tackle or cooling fins.

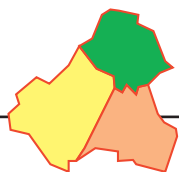
Level 5 (in addition to requirements for previous levels):

- Use the basic principles of mechanics, electricity, thermodynamics, and fluid dynamics in moderate and advanced applications.
- Understand complex machines and systems, such as the operation of gasoline engines, complex appliances, or an electrical system in a building.

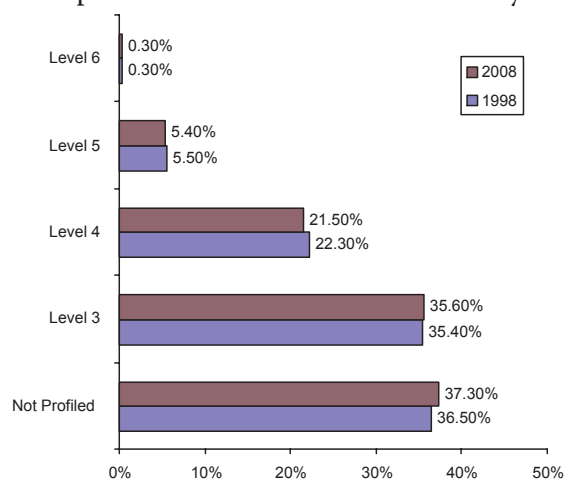
Level 6 (in addition to requirements for previous levels):

- Use principles of mechanics, electricity, thermodynamics, and fluid dynamics interacting in advanced applications such as air conditioning units.
- Troubleshoot complex systems in which a variety of mechanical, electrical, thermal, or flow faults are potential sources of difficult problems.

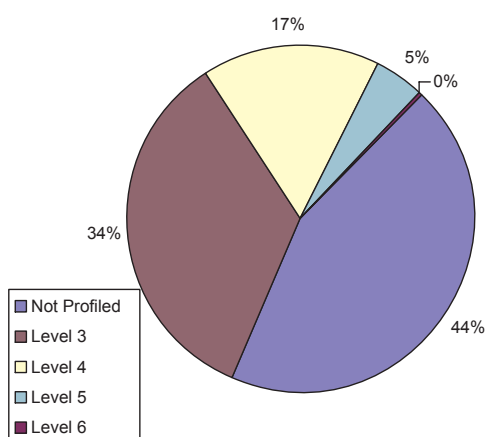
The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Applied Technology* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority



of jobs will require workers with Level 3 *Applied Technology* skills. The large “Not Profiled” proportion indicates that ACT has not profiled many of these occupations with respect to *Applied Technology* skills. As a result, it is not possible to include them in the analysis.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – Applied Technology



Annual Openings in the Lynchburg MSA by Required Skill Level – Applied Technology

Listening

The *Listening* portion of the *Listening and Writing* assessment measures a person’s skill in listening to and conveying information. ACT defines the skills levels associated with this category as follows.

Level 1:

- Write down a small amount of useful information based on a spoken communication.

- Give clues to the gist of the situation or provide sources of further information, but do not include enough information to give the receiver a correct understanding of the situation described in the message.

Level 2 (in addition to requirements for previous levels):

- Correctly write down the basic ideas of a spoken message.
- Give a fair amount of useful information, but may miss some of the important details or incorrectly record some of the information.

Level 3 (in addition to requirements for previous levels):

- Listen to a spoken communication and record messages that are basically correct.
- Present all the primary details and the relationships among them correctly, but may miss one or two pieces of important information.

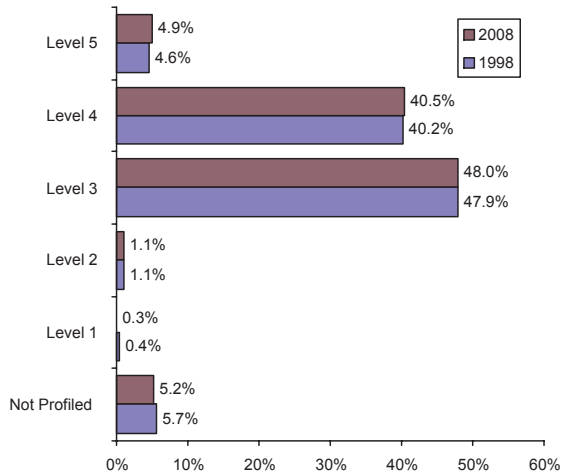
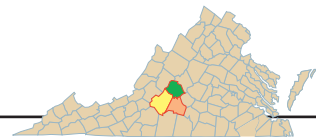
Level 4 (in addition to requirements for previous levels):

- Accurately convey the central idea of a spoken communication.
- Correctly record all the important information and the relationships among pieces of information, but may miss or incorrectly record some details or include irrelevant information.

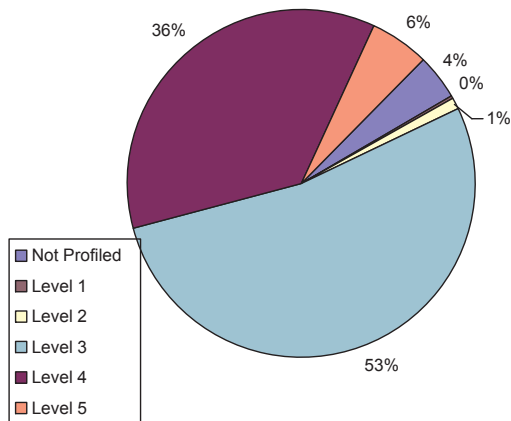
Level 5 (in addition to requirements for previous levels):

- Correctly record all the important information and the relationships among pieces of information from a spoken communication.
- Use supporting details to convey insight into the particular situation the message involves.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Listening* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 3 and Level 4 *Listening* skills.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – Listening



Annual Openings in the Lynchburg MSA by Required Skill Level – Listening

Locating Information

The *Locating Information* assessment measures a person's skill in using workplace graphics such as diagrams, floor plans, tables, charts, graphs, forms, and instrument gauges. ACT defines the skills levels associated with this category as follows.

Level 3:

- Find one or two pieces of information in a graphic.
- Fill in one or two pieces of information that are missing from a graphic.

Level 4 (in addition to requirements for previous levels):

- Find several pieces of information in graphics.

- Summarize and/or compare information and trends in a single graphic.
- Summarize and/or compare information and trends among more than one graphic by determining the relationships among the graphics.

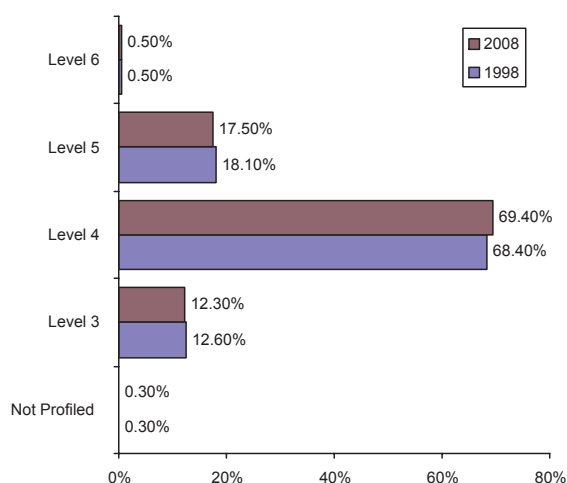
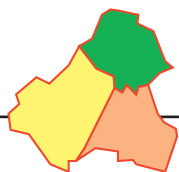
Level 5 (in addition to requirements for previous levels):

- Summarize and/or compare information and trends in a single graphic.
- Sort through distracting information to summarize and/or compare information and trends presented in more than one workplace graphic.

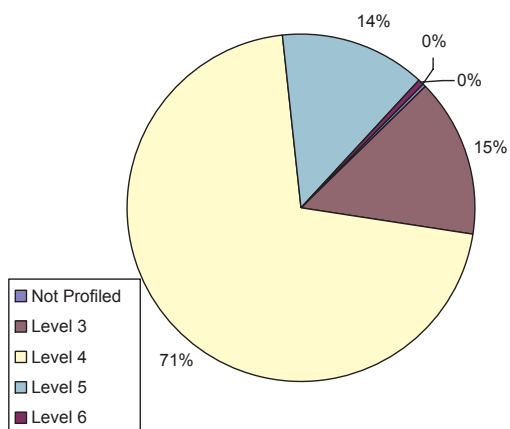
Level 6 (in addition to requirements for previous levels):

- Draw conclusions from the information presented in very detailed graphics.
- Apply information from these types of graphics to specific situations.
- Analyze data within these types of graphics to make decisions and/or predictions requiring judgments based on the information presented.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Locating Information* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 4 *Locating Information* skills and that the proportion of jobs requiring this skill level is expected to increase between 1998 and 2008.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – Locating Information



Annual Openings in the Lynchburg MSA by Required Skill Level – Locating Information

Observation

The *Observation* assessment measures a person's skill at noticing details and paying attention to instructions and demonstrations. The following is a description of the skills levels associated with this area.

Level 3:

- Pay attention.
- Watch and listen to a strongly cued demonstration or set of instructions.
- Recall a few strongly reinforced details of a process or procedure.

Level 4:

- Sustain focused attention on the demonstrated instructions, process, or procedures.
- Select and attend to important details.
- Recall a few important, moderately reinforced details about the demonstrated process or procedure.

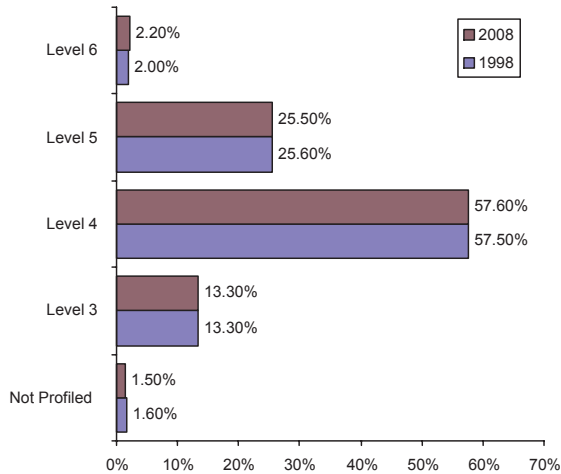
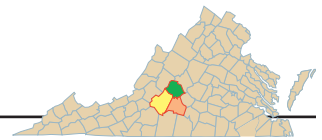
Level 5:

- Focus attention on and recall several important aspects of the information presented.
- Ignore irrelevant background information through selective attention to important details.
- Maintain attention to detail.
- Recall several important details about unfamiliar material.

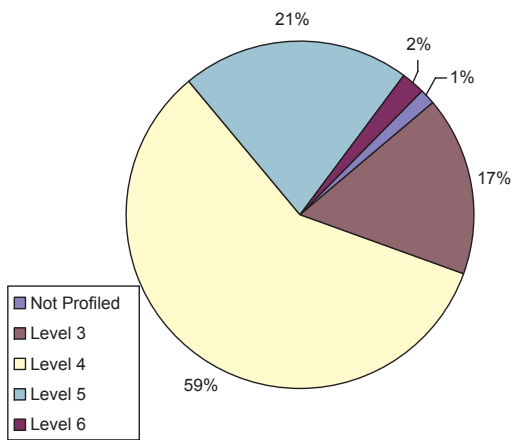
Level 6:

- Notice and remember several details that are relevant to the process or procedure being shown.
- Take in and recall incoming sensory information so it can be used to make predictions, comparisons, or evaluations.
- Visualize how a detail or task fits into the entire process or procedure demonstrated.
- Interpret if-then and cause-effect relationships.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Observation* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 4 *Observation* skills.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – Observation



Annual Openings in the Lynchburg MSA by Required Skill Level – Observation

Reading for Information

The *Reading for Information* assessment measures a person's skill in reading and using work-related information including instructions, policies, memos, bulletins, notices, letters, manuals, and governmental regulations. ACT defines the skills levels associated with this category as follows.

Level 3:

- Identify uncomplicated key concepts and simple details.
- Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
- Identify the meaning of a word that is defined within the document.

- Identify the meaning of a simple word that is not defined within the document.
- Recognize the application of instructions given in the document to situations that are also described in the document.

Level 4:

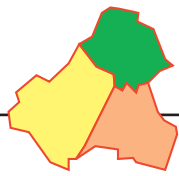
- Identify important details that are less obvious than those in Level 3.
- Recognize the application of more complex instructions, some of which involve several steps, to described situations.
- Recognize cause-effect relationships.
- Determine the meaning of words that are not defined in the document.

Level 5:

- Identify the paraphrased definition of a technical term or jargon that is defined in the document.
- Recognize the application of technical terms or jargon to stated situations.
- Recognize the definition of an acronym that is defined in the document.
- Identify the appropriate definition of a word with multiple meanings.
- Recognize the application of instructions from the document to new situations that are similar to those described in the document.
- Recognize the application of more complex instructions to described situations, including conditionals and procedures with multiple steps.

Level 6:

- Recognize the application of jargon or technical terms to new situations.
- Recognize the application of complex instructions to new situations.
- Recognize, from context, the less common meaning of a word with multiple meanings.
- Generalize from the document situations not described in the document.
- Identify implied details.

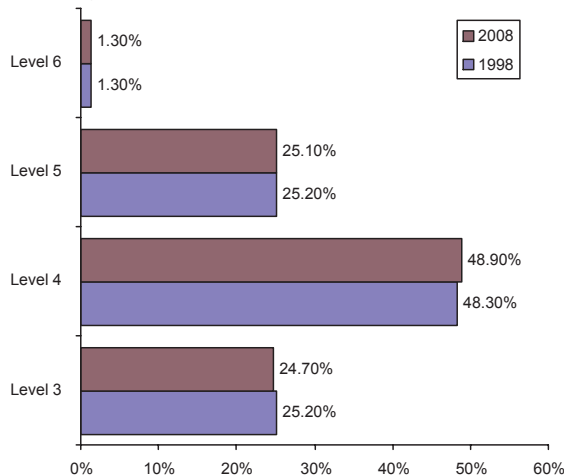


- Explain the rationale behind a procedure, policy, or communication.
- Generalize from the document to a somewhat similar situation.

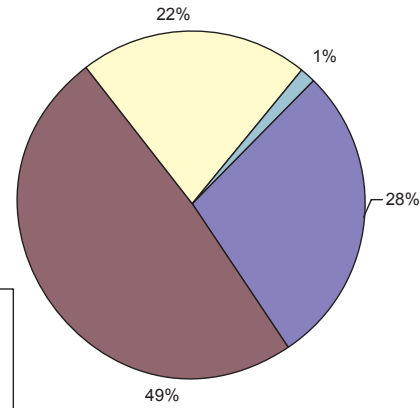
Level 7:

- Recognize the definitions of difficult, uncommon jargon or technical terms, based on the context of the reading materials.
- Figure out the general principles underlying described situations and apply them to situations neither described in nor completely similar to those in the document.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Reading for Information* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 4 *Reading for Information* skills.



Proportion of Jobs in the Lynchburg MSA by Required Skill Level – Reading for Information



Annual Openings in the Lynchburg MSA by Required Skill Level – Reading for Information

Teamwork

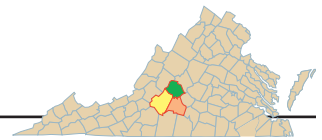
The *Teamwork* assessment measures a person's skill in choosing behaviors and/or actions that simultaneously support relationships within a team and lead toward the accomplishment of work tasks. The following is a description of the skills levels associated with this area.

Level 3:

- Identify team goals and ways to work with other team members to accomplish team goals.
- Recognize that a team is having problems finishing a task and identify the cause of those problems.
- Choose actions that actively support the ideas other team members have for accomplishing team goals.
- Recognize the need for trust and dependability in a team environment.

Level 4:

- Identify the organization of tasks and the time schedule that would help the team reach goals efficiently, creatively, and effectively.
- Select approaches that accept direction from other team members in order to complete tasks and to build and keep up good team relations.
- Identify behaviors that show appreciation for the personal and professional qualities of other team members and respect for their diversity.
- Recognize the need for commitment to quality and sensitivity to customers while pursuing the team goal.



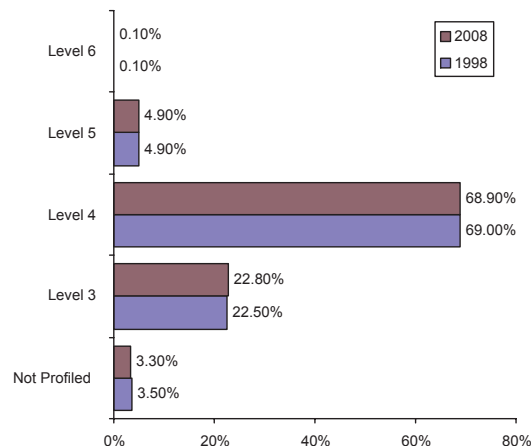
Level 5:

- Identify courses of action that give direction to other team members.
- Determine the best use of team talents to accomplish goals.
- Choose approaches that encourage other team members to improve relationships and/or complete tasks.
- Consider and evaluate the possible effects of alternative behaviors on both team relationships and the completion of tasks.

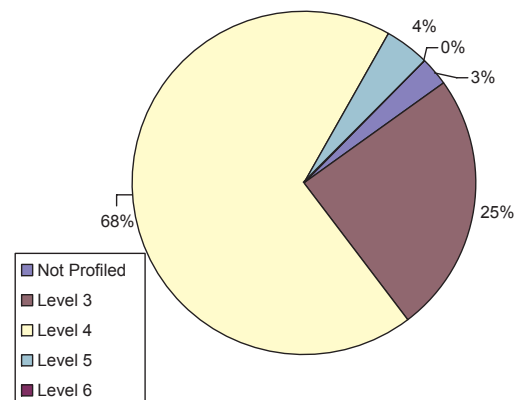
Level 6:

- Identify the focus of team activity and select a new focus if that would help the team meet its goals more effectively.
- Select approaches that show a willingness to give and take direction, as needed, to further team goals (e.g., recognize the organization of team members' tasks that would best serve the larger goals of the team).
- Choose approaches that encourage a team to act as a unit and reach agreement when discussing specific issues.
- Identify actions that would help manage differences of opinion between team members, moving the team toward its goals while valuing and supporting individual diversity.

The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Teamwork* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 4 *Teamwork* skills.



Proportion of Jobs In the Lynchburg MSA by Required Skill Level – Teamwork



Annual Openings in the Lynchburg MSA by Required Skill Level – Teamwork

Writing

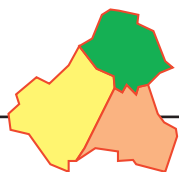
The *Writing* portion of the *Listening and Writing* assessment measures a person's skill in writing work-related messages. ACT defines the skills levels associated with this category as follows.

Level 1:

- Write messages in English that contain a large number of major grammatical, punctuation, spelling, and/or other mechanical errors making the messages very unclear and inconsistent with standard business English.

Level 2:

- Write messages that are generally understandable, but contain many errors in grammar, punctuation,



and/or sentence structure making these messages somewhat difficult to comprehend.

Level 3:

- Write messages that are clear, but may include some incomplete sentences and/or errors in grammar and punctuation.

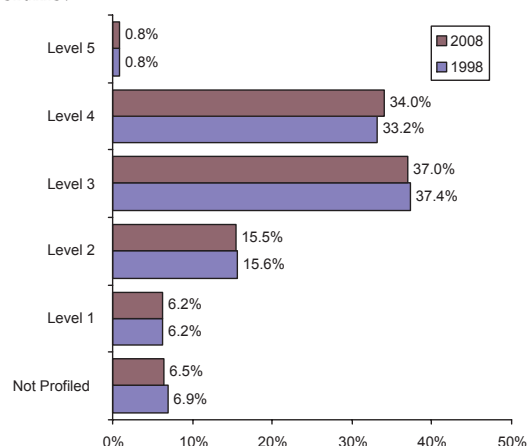
Level 4:

- Write messages that are clear and generally consistent with standard business English, but may contain a few minor errors in grammar and punctuation, and/or the writing style may lack clear organization and appropriate transitions.

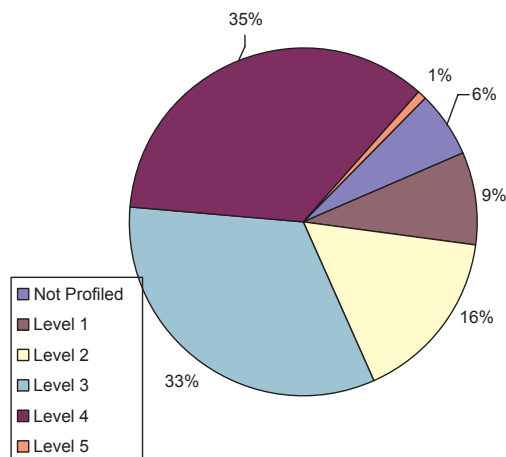
Level 5:

- Write messages that are clear and highly consistent with standard business English.
- Use good sentence structure with a smooth, logical style and no mechanical errors.

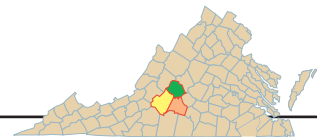
The following figure details the percentage of overall jobs in the Lynchburg MSA in 1998 and 2008 by required *Writing* skills level, as determined by the ACT occupation skills profiles. The second figure provides a similar breakdown for projected annual job openings between 1998 and 2008. These data show that the majority of jobs will require workers with Level 3 and Level 4 *Writing* skills.



Proportion of Jobs In the Lynchburg MSA by Required Skill Level – Writing



Annual Openings in the Lynchburg MSA by Required Skill Level – Writing



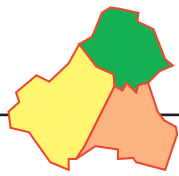
Graduate Data

As a compliment to the prior two sections which detailed the likely demand for skilled workers in the region, this section provides data on the current supply

of graduates within WIA VII. These data reflect number of graduates, by institution, and by academic program for the 2002-2003 academic year.¹

Institution	Program (CIP Code)	Cert. <1 yr.	Cert. >1 <2 yr.	Assoc.	BA	1st Prof.	MA	PH.D.
Central Virginia CC	Special Education, Other (13.1099)	0	4	0	0	0	0	0
Central Virginia CC	Mechanical Engineering-Related Technol./Technicians, Other (15.0899)	0	20	0	0	0	0	0
Central Virginia CC	Electrical and Electronic Engin.-Related Technol./Technicians, Other (15.0399)	0	8	9	0	0	0	0
Central Virginia CC	Industrial/Manufacturing Tech./Technician (15.0603)	0	0	5	0	0	0	0
Central Virginia CC	Engineering-Related Technol./Technicians, Other (15.9999)	0	0	14	0	0	0	0
Central Virginia CC	Liberal Art and Sciences, General Studies and Humanities, Other (24.0199)	0	0	141	0	0	0	0
Central Virginia CC	Protective Services, Other (43.9999)	0	0	4	0	0	0	0
Central Virginia CC	Graphic and Printing Equipment Operator, General (48.0201)	0	0	11	0	0	0	0
Central Virginia CC	Mental Health Services, Other (51.1599)	94	1	0	0	0	0	0
Central Virginia CC	Medical Radiologic Tech./Technician (51.0907)	0	0	13	0	0	0	0
Central Virginia CC	Medical Laboratory Technician (51.1004)	0	0	9	0	0	0	0
Central Virginia CC	Respiratory Therapy Technician (51.0908)	0	0	12	0	0	0	0
Central Virginia CC	Business, General (52.0101)	0	43	33	0	0	0	0
Central Virginia CC	Administrative Assistant/Secretarial Science, General (52.0401)	0	3	8	0	0	0	0
Central Virginia CC	Management Information Systems and Business Data Processing, General (52.1201)	0	0	20	0	0	0	0
Liberty Univ	Mass Communications (09.0403)	0	0	0	111	0	0	0
Liberty Univ	Computer and Information Sciences, General (11.0101)	0	0	0	8	0	0	0
Liberty Univ	Education Administration and Supervision, General (13.0401)	0	0	0	0	0	2	5
Liberty Univ	Special Education, General (13.1001)	0	0	0	2	0	4	0
Liberty Univ	Elementary Teacher Education (13.1202)	0	0	0	34	0	3	0

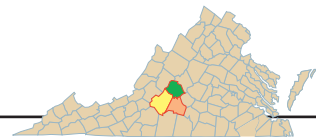
¹ Source: State Council of Higher Education for Virginia, Research Report C1, Completion Summary. Where data for 2002-2003 were not available, 2001-2002 data have been used.



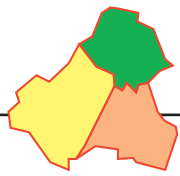
Institution	Program (CIP Code)	Cert. <1 yr.	Cert. >1 <2 yr.	Assoc.	BA	1st Prof.	MA	PH.D.
Liberty Univ	Secondary Teacher Education (13.1205)	0	0	0	0	0	2	0
Liberty Univ	Teaching English as a Second Language/ Foreign Language (13.1401)	0	0	0	4	0	0	0
Liberty Univ	Physical Education Teaching and Coaching (13.1314)	0	0	0	7	0	0	0
Liberty Univ	Social Science Teacher Education (13.1317)	0	0	0	9	0	0	0
Liberty Univ	Mathematics Teacher Education (13.1311)	0	0	0	2	0	0	0
Liberty Univ	Music Teacher Education (13.1312)	0	0	0	3	0	0	0
Liberty Univ	English Teacher Education (13.1305)	0	0	0	5	0	0	0
Liberty Univ	Home Economics, General (19.0101)	0	0	0	12	0	0	0
Liberty Univ	Family and Community Studies (19.0301)	0	0	0	16	0	0	0
Liberty Univ	English Language and Literature, General (23.0101)	0	0	0	18	0	0	0
Liberty Univ	General Studies (24.0102)	0	0	0	29	0	0	0
Liberty Univ	Biology, General (26.0101)	0	0	0	6	0	0	0
Liberty Univ	Mathematics (27.0101)	0	0	0	8	0	0	0
Liberty Univ	Multi/Interdisciplinary Studies, Other (30.9999)	0	0	0	143	0	0	0
Liberty Univ	Sport and Fitness Administration/Manage- ment (31.0504)	0	0	0	36	0	0	0
Liberty Univ	Exercise Sciences/Physiology and Move- ment Studies (31.0505)	0	0	0	18	0	0	0
Liberty Univ	Health and Physical Education, General (31.0501)	0	0	0	5	0	0	0
Liberty Univ	Religion/Religious Studies (38.0201)	0	0	5	146	0	50	0
Liberty Univ	Religious Education (39.0401)	0	0	0	3	0	4	0
Liberty Univ	Theology/Theological Studies (39.0601)	0	0	0	0	0	50	14
Liberty Univ	Divinity/Ministry (B.D., M.Div.) (39.0602)	0	0	0	0	42	0	0
Liberty Univ	Pastoral Counseling and Specialized Ministries (39.0701)	0	0	0	0	0	13	0
Liberty Univ	Counseling Psychology (42.0601)	0	0	0	0	0	134	0
Liberty Univ	Psychology, General (42.0101)	0	0	0	155	0	0	0
Liberty Univ	Social Sciences and History, Other (45.9999)	0	0	0	6	0	0	0
Liberty Univ	Political Science, General (45.1001)	0	0	0	24	0	0	0
Liberty Univ	History, General (45.0801)	0	0	0	2	0	0	0

Education Profile

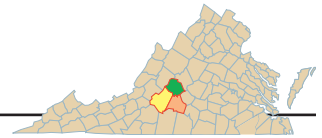
WIA VII



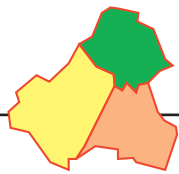
Institution	Program (CIP Code)	Cert. <1 yr.	Cert. >1 <2 yr.	Assoc.	BA	1st Prof.	MA	PH.D.
Liberty Univ	Music, General (50.0901)	0	0	0	5	0	0	0
Liberty Univ	Public Health Education and Promotion (51.2207)	0	0	0	13	0	0	0
Liberty Univ	Nursing (R.N. Training) (51.1601)	0	0	0	60	0	6	0
Liberty Univ	Accounting (52.0301)	0	0	0	17	0	0	0
Liberty Univ	Business Administration and Management, General (52.0201)	0	0	0	164	0	4	0
Lynchburg College	Communications, General (09.0101)	0	0	0	36	0	0	0
Lynchburg College	Computer and Information Sciences, General (11.0101)	0	0	0	6	0	0	0
Lynchburg College	Curriculum and Instruction (13.0301)	0	0	0	0	0	7	0
Lynchburg College	Education Administration and Supervision, General (13.0401)	0	0	0	0	0	17	0
Lynchburg College	Special Education, General (13.1001)	0	0	0	0	0	12	0
Lynchburg College	Counselor Education Counseling and Guidance Services (13.1101)	0	0	0	0	0	17	0
Lynchburg College	Physical Education Teaching and Coaching (13.1314)	0	0	0	6	0	0	0
Lynchburg College	General Teacher Education, Other (13.1299)	0	0	0	51	0	0	0
Lynchburg College	English Teacher Education (13.1305)	0	0	0	0	0	4	0
Lynchburg College	Health Teacher Education (13.1307)	0	0	0	5	0	0	0
Lynchburg College	Spanish Language and Literature (16.0905)	0	0	0	1	0	0	0
Lynchburg College	French Language and Literature (16.0901)	0	0	0	4	0	0	0
Lynchburg College	English Language and Literature, General (23.0101)	0	0	0	20	0	0	0
Lynchburg College	Ecology (26.0603)	0	0	0	8	0	0	0
Lynchburg College	Biological Sciences/Life Sciences, Other (26.9999)	0	0	0	8	0	0	0
Lynchburg College	Biology, General (26.0101)	0	0	0	13	0	0	0
Lynchburg College	Mathematics (27.0101)	0	0	0	10	0	0	0
Lynchburg College	Athletic Training and Sports Medicine (31.0503)	0	0	0	9	0	0	0
Lynchburg College	Sport and Fitness Administration/Management (31.0504)	0	0	0	10	0	0	0
Lynchburg College	Philosophy (38.0101)	0	0	0	5	0	0	0
Lynchburg College	Religion/Religious Studies (38.0201)	0	0	0	1	0	0	0
Lynchburg College	Chemistry, General (40.0501)	0	0	0	5	0	0	0



Institution	Program (CIP Code)	Cert. <1 yr.	Cert. >1 <2 yr.	Assoc.	BA	1st Prof.	MA	PH.D.
Lynchburg College	Physics, General (40.0801)	0	0	0	1	0	0	0
Lynchburg College	Psychology, General (42.0101)	0	0	0	29	0	0	0
Lynchburg College	Social Sciences, General (45.0101)	0	0	0	1	0	0	0
Lynchburg College	Economics, General (45.0601)	0	0	0	6	0	0	0
Lynchburg College	History, General (45.0801)	0	0	0	6	0	0	0
Lynchburg College	International Relations and Affairs (45.0901)	0	0	0	5	0	0	0
Lynchburg College	Political Science, General (45.1001)	0	0	0	14	0	0	0
Lynchburg College	Sociology (45.1101)	0	0	0	10	0	0	0
Lynchburg College	Drama/Theater Arts, General (50.0501)	0	0	0	4	0	0	0
Lynchburg College	Art, General (50.0701)	0	0	0	11	0	0	0
Lynchburg College	Music, General (50.0901)	0	0	0	1	0	0	0
Lynchburg College	Nursing (R.N. Training) (51.1601)	0	0	0	21	0	0	0
Lynchburg College	Business Administration and Management, General (52.0201)	0	0	0	26	0	15	0
Lynchburg College	Business Marketing and Marketing Management (52.1401)	0	0	0	18	0	0	0
Lynchburg College	Accounting (52.0301)	0	0	0	14	0	0	0
Sweet Briar College	Environmental Science/Studies (03.0102)	0	0	0	5	0	0	0
Sweet Briar College	Computer Science (11.0701)	0	0	0	2	0	0	0
Sweet Briar College	Latin Language and Literature (Ancient and Medieval) (16.1203)	0	0	0	1	0	0	0
Sweet Briar College	Spanish Language and Literature (16.0905)	0	0	0	3	0	0	0
Sweet Briar College	German Language and Literature (16.0501)	0	0	0	2	0	0	0
Sweet Briar College	Foreign Languages and Literatures, General (16.0101)	0	0	0	3	0	0	0
Sweet Briar College	English Language and Literature, General (23.0101)	0	0	0	5	0	0	0
Sweet Briar College	English Creative Writing (23.0501)	0	0	0	4	0	0	0
Sweet Briar College	Miscellaneous Biological Specializations, Other (26.0699)	0	0	0	2	0	0	0
Sweet Briar College	Biology, General (26.0101)	0	0	0	15	0	0	0
Sweet Briar College	Mathematics, Other (27.9999)	0	0	0	1	0	0	0
Sweet Briar College	Mathematics (27.0101)	0	0	0	5	0	0	0
Sweet Briar College	Multi/Interdisciplinary Studies, Other (30.9999)	0	0	0	3	0	0	0

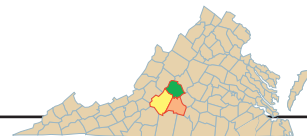


Institution	Program (CIP Code)	Cert. <1 yr.	Cert. >1 <2 yr.	Assoc.	BA	1st Prof.	MA	PH.D.
Sweet Briar College	Philosophy (38.0101)	0	0	0	1	0	0	0
Sweet Briar College	Religion/Religious Studies (38.0201)	0	0	0	1	0	0	0
Sweet Briar College	Chemistry, General (40.0501)	0	0	0	3	0	0	0
Sweet Briar College	Physics, General (40.0801)	0	0	0	2	0	0	0
Sweet Briar College	Psychology, General (42.0101)	0	0	0	21	0	0	0
Sweet Briar College	Economics, General (45.0601)	0	0	0	9	0	0	0
Sweet Briar College	History, General (45.0801)	0	0	0	8	0	0	0
Sweet Briar College	Anthropology (45.0201)	0	0	0	3	0	0	0
Sweet Briar College	International Relations and Affairs (45.0901)	0	0	0	6	0	0	0
Sweet Briar College	Political Science, General (45.1001)	0	0	0	13	0	0	0
Sweet Briar College	Sociology (45.1101)	0	0	0	3	0	0	0
Sweet Briar College	Fine/Studio Arts (50.0702)	0	0	0	4	0	0	0
Sweet Briar College	Art History, Criticism and Conservation (50.0703)	0	0	0	8	0	0	0
Sweet Briar College	Drama/Theater Arts, General (50.0501)	0	0	0	2	0	0	0
Sweet Briar College	Dance (50.0301)	0	0	0	6	0	0	0



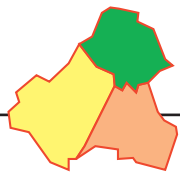
WIA VII Training Providers List

Provider Name	Contact Information	List of Programs/Courses
Advanced Logic Industries	1059 Vista Park Drive Forest VA 24551 Phone: 434-386-4278 Email: WFraley@ali-inc.com Web: www.ali-inc.com	Cisco's Certified Network Associate (CCNA) Desktop Software Classes Microsoft Certified Systems Engineer Microsoft Office Specialist Novell Technical Training
Central Virginia Community College	3506 Wards Road Lynchburg VA 24502 Phone: 804-832-7810 Web: www.cv.cc.va.us	College Courses
Excel Barber College	4716 Richmond Highway Lynchburg VA 24501 Phone: 434-847-6666 Email: uexcel@juno.com Web: www.hamler.net/excel	Barber/Hair Stylist
Generation Solutions Inc	1032 Claymont Drive Lynchburg VA 24502 Phone: 434-455-6500 Email: ataylor@generationsolutions.net	Nurse Aide
Liberty University	1971 University Blvd. Lynchburg VA 24502 Phone: 434-582-2183 Web: www.liberty.edu	Bachelors of Science Masters in Counseling - Distance Learning Registered Nurse
Lynchburg General School of Nursing	1901 Tate Springs Road Lynchburg VA 24501 Phone: 434-947-3070 Email: sarah.ray@centrahealth.com Web: www.centrahealth.com	LPN Program Nursing Program
Miller-Motte Technical College	1011 Creekside Road Lynchburg VA 24502 Phone: 434-239-5222 Email: bjdierstein@miller-motte.com Web: www.miller-motte.com	Data Entry Specialist General Office Secretarial Medical Assistant Medical Office Assistant Microcomputer Specialist Professional Massage Therapist
National College of Business and Technology	104 Candlewood Court Lynchburg VA 24502 Phone: 434-239-3500 Email: bbaker@educorp.edu Web: www.ncbt.edu	Accounting - ACC Administrative Office Professional Administrative Office Specialist Business Administration - BUA Business Administrative - Accounting Business Administrative - Management Computer Applications Technology Computerized Office Applications Medical Assisting Medical Billing and Coding Medical Transcription Pharmacy Technician
Regal Academy of Cosmetic Arts	396 Village Highway Rustburg VA 24588 Phone: 434-332-4411 Email: RegalHair@aol.com Web: http://www.regalhair.net	Cosmetology



WIA VII Training Providers List (continued)

Provider Name	Contact Information	List of Programs/Courses
South Central Nurse Aide Education Program	621 Broad Street P.O. Box 117 Altavista VA 24517 Phone: 434-369-7703 Email: elliskd@yahoo.com	Nurse Aide Program



V. Summary and Conclusions

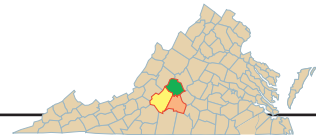
Population trends in WIA VII, as in other parts of the United States, are currently dominated by the aging of the baby-boom generation. Between 2000 and 2010 this demographic phenomena will cause a major increase in the 55 and over population within the region. The net result of this increase will be a significant “graying” of the overall population.

One implication of this is that younger entry-level workers will be in short supply. This should elevate the importance of workforce services in facilitating the efficient and effective use of existing labor resources by getting younger trained workers into the workforce, and retraining or upgrading the skills of older displaced workers.

Another significant trend within WIA VII has to do with relatively flat employment growth in Manufacturing (the largest employment sector in the local economy), coupled with increasing employment in Services (especially health care and education) and Retail Trade.

One implication of this relative shift in employment away from Manufacturing and toward Services and Retail Trade is likely to be downward pressure on wages. Whereas Manufacturing comprised the 1st highest wage sector in the local economy, Retail Trade ranks 15th, Education 9th, and Health Care 8th.

Finally, it is important to note the likely effect that a shift away from Manufacturing and toward Services and Retail Trade will have on the occupation-driven demand for training and worker skills. As demonstrated in this report, it can be anticipated that employment increases in the Service sector – specifically, health care and education – are likely to account for much of the demand for trained workers between 1998 and 2008.



Average Weekly Wage

Amherst County

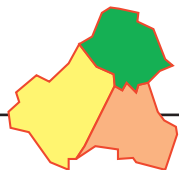
INDUSTRY SECTOR	2002 (\$)
****TOTAL****	\$522
AGRICULTURE	\$519
MINING	D
UTILITIES	D
CONSTRUCTION	\$558
MANUFACTURING	\$769
TRADE-WHOLESALE	\$492
TRADE-RETAIL	\$325
TRANSPORTATION	\$577
INFORMATION	\$725
FINANCE/INSURNC	\$514
REAL ESTATE	\$343
PROF/TECH SERV	\$715
MANAGMNT OF COS	D
ADMIN/WASTE SER	\$272
EDUCATIONAL SER	D
HEALTH CARE	\$430
ARTS/ENTER/REC	D
ACCOMMDATN/FOOD	\$193
OTHER SERVICES	\$335
GOVT TOTAL	\$516
GOVT FEDERAL	\$709
GOVT STATE	\$535
GOVT LOCAL	\$473
UNCLASSIFIED	\$29

Bedford County

INDUSTRY SECTOR	2002 (\$)
****TOTAL****	\$502
AGRICULTURE	\$435
MINING	D
UTILITIES	D
CONSTRUCTION	\$499
MANUFACTURING	\$906
TRADE-WHOLESALE	\$759
TRADE-RETAIL	\$313
TRANSPORTATION	\$461
INFORMATION	\$565
FINANCE/INSURNC	\$719
REAL ESTATE	\$411
PROF/TECH SERV	\$489
MANAGMNT OF COS	D
ADMIN/WASTE SER	\$263
EDUCATIONAL SER	\$373
HEALTH CARE	\$502
ARTS/ENTER/REC	\$327
ACCOMMDATN/FOOD	\$201
OTHER SERVICES	\$336
GOVT TOTAL	\$503
GOVT FEDERAL	\$640
GOVT STATE	\$559
GOVT LOCAL	\$491
UNCLASSIFIED	\$0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.



Average Weekly Wage

Campbell County

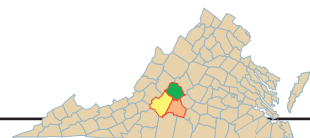
INDUSTRY SECTOR	2002 (\$)
****TOTAL****	\$520
AGRICULTURE	\$337
MINING	\$723
UTILITIES	\$993
CONSTRUCTION	\$555
MANUFACTURING	\$688
TRADE-WHOLESALE	\$615
TRADE-RETAIL	\$365
TRANSPORTATION	\$533
INFORMATION	\$398
FINANCE/INSURNC	\$554
REAL ESTATE	\$338
PROF/TECH SERV	\$777
MANAGMNT OF COS	D
ADMIN/WASTE SER	\$257
EDUCATIONAL SER	\$206
HEALTH CARE	\$382
ARTS/ENTER/REC	\$132
ACCOMMDATN/FOOD	\$212
OTHER SERVICES	\$311
GOVT TOTAL	\$498
GOVT FEDERAL	\$647
GOVT STATE	\$621
GOVT LOCAL	\$483
UNCLASSIFIED	\$0

Bedford city

INDUSTRY SECTOR	2002 (\$)
****TOTAL****	\$489
AGRICULTURE	D
MINING	D
UTILITIES	D
CONSTRUCTION	\$413
MANUFACTURING	\$607
TRADE-WHOLESALE	\$518
TRADE-RETAIL	\$324
TRANSPORTATION	D
INFORMATION	\$635
FINANCE/INSURNC	\$649
REAL ESTATE	\$273
PROF/TECH SERV	\$567
MANAGMNT OF COS	D
ADMIN/WASTE SER	\$77
EDUCATIONAL SER	D
HEALTH CARE	\$553
ARTS/ENTER/REC	D
ACCOMMDATN/FOOD	\$170
OTHER SERVICES	\$409
GOVT TOTAL	\$537
GOVT FEDERAL	\$717
GOVT STATE	\$753
GOVT LOCAL	\$484
UNCLASSIFIED	\$0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.



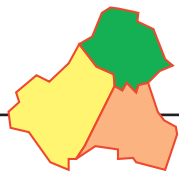
Average Weekly Wage

Lynchburg city

INDUSTRY SECTOR	2002 (\$)
****TOTAL****	\$611
AGRICULTURE	\$410
MINING	D
UTILITIES	\$1,169
CONSTRUCTION	\$556
MANUFACTURING	\$926
TRADE-WHOLESALE	\$711
TRADE-RETAIL	\$422
TRANSPORTATION	\$578
INFORMATION	\$740
FINANCE/INSURNC	\$905
REAL ESTATE	\$408
PROF/TECH SERV	\$763
MANAGMNT OF COS	D
ADMIN/WASTE SER	\$332
EDUCATIONAL SER	\$548
HEALTH CARE	\$634
ARTS/ENTER/REC	\$205
ACCOMMDATN/FOOD	\$196
OTHER SERVICES	\$348
GOVT TOTAL	\$570
GOVT FEDERAL	\$911
GOVT STATE	\$581
GOVT LOCAL	\$520
UNCLASSIFIED	\$0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.



Unemployment Rate Trends

Amherst County

Year	Rate
2002	5.5
2001	3.6
2000	1.6
1999	1.8
1998	2.3

Year	Rate
1997	3.3
1996	3.9
1995	3.7
1994	4.4
1993	4.3

Bedford County

Year	Rate
2002	4.5
2001	3.3
2000	1.5
1999	2.0
1998	2.3

Year	Rate
1997	3.3
1996	3.3
1995	3.1
1994	3.2
1993	4.0

Campbell County

Year	Rate
2002	6.0
2001	4.9
2000	2.2
1999	2.2
1998	2.8

Year	Rate
1997	3.9
1996	3.9
1995	4.0
1994	4.3
1993	4.3

Bedford city

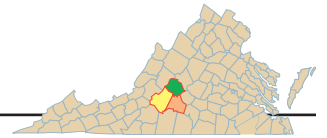
Year	Rate
2002	4.4
2001	3.8
2000	1.9
1999	2.1
1998	2.6

Year	Rate
1997	3.4
1996	4.0
1995	3.0
1994	3.0
1993	3.1

Lynchburg city

Year	Rate
2002	6.2
2001	4.5
2000	2.1
1999	2.2
1998	2.7

Year	Rate
1997	4.3
1996	3.8
1995	3.9
1994	4.5
1993	4.7



Population by Age

Amherst County

	1990	2000	2010	2020	2030
0-14	5,432	6,130	5,345	6,903	6,653
15-24	4,442	4,455	4,478	3,483	4,182
25-34	4,427	3,907	5,025	4,577	3,547
35-44	4,508	4,930	3,823	4,657	4,989
45-54	3,421	4,613	4,609	3,298	4,536
55+	6,348	7,859	9,620	10,983	10,993
Total	28,578	31,894	32,900	33,900	34,900

Bedford County

	1990	2000	2010	2020	2030
0-14	9,079	12,054	10,121	13,636	15,382
15-24	5,529	5,952	9,754	5,991	8,411
25-34	7,673	7,305	8,102	12,148	7,991
35-44	7,648	10,723	6,412	7,061	11,415
45-54	5,594	9,711	11,585	6,694	7,301
55+	10,133	14,626	23,425	31,870	32,699
Total	45,656	60,371	69,400	77,400	83,200

Campbell County

	1990	2000	2010	2020	2030
0-14	9,485	10,133	9,796	11,729	10,480
15-24	7,114	6,013	5,092	4,712	5,896
25-34	7,942	6,795	9,366	7,125	6,211
35-44	7,245	8,169	6,076	8,089	7,959
45-54	5,801	7,507	7,727	5,997	8,890
55+	9,985	12,461	15,542	18,447	18,964
Total	47,572	51,078	53,600	56,100	58,400

Bedford city

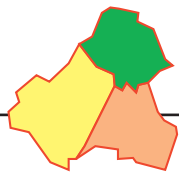
	1990	2000	2010	2020	2030
0-14	1,070	1,140	873	1,034	1,032
15-24	673	679	925	517	641
25-34	903	777	784	950	585
35-44	720	975	500	517	702
45-54	567	753	762	390	409
55+	2,140	1,975	2,657	3,193	3,332
Total	6,073	6,299	6,500	6,600	6,700

Lynchburg city

	1990	2000	2010	2020	2030
0-14	12,454	12,111	11,277	12,841	11,677
15-24	12,763	12,440	9,470	6,686	8,864
25-34	9,620	7,972	11,403	9,195	6,736
35-44	8,584	8,530	6,006	8,937	7,763
45-54	5,960	8,094	8,145	5,817	8,446
55+	16,668	16,122	19,000	21,823	21,813
Total	66,049	65,269	65,300	65,300	65,300

2010 - 2030 data are projections.

Source: Virginia Employment Commission 8/03, U.S. Census Bureau.



Employment by Industry

Amherst County

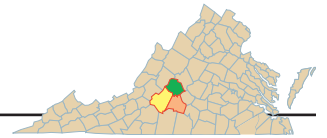
INDUSTRY SECTOR	2002
****TOTAL****	9,713
AGRICULTURE	56
MINING	D
UTILITIES	D
CONSTRUCTION	900
MANUFACTURING	1,704
TRADE-WHOLESALE	244
TRADE-RETAIL	1,162
TRANSPORTATION	348
INFORMATION	60
FINANCE/INSURNC	133
REAL ESTATE	54
PROF/TECH SERV	180
MANAGMNT OF COS	D
ADMIN/WASTE SER	111
EDUCATIONAL SER	D
HEALTH CARE	482
ARTS/ENTER/REC	D
ACCOMMDATN/FOOD	553
OTHER SERVICES	184
GOVT TOTAL	2,957
GOVT FEDERAL	59
GOVT STATE	1,793
GOVT LOCAL	1,105
UNCLASSIFIED	1

Bedford County

INDUSTRY SECTOR	2002
****TOTAL****	12,576
AGRICULTURE	80
MINING	D
UTILITIES	D
CONSTRUCTION	1,801
MANUFACTURING	1,473
TRADE-WHOLESALE	620
TRADE-RETAIL	1,299
TRANSPORTATION	373
INFORMATION	145
FINANCE/INSURNC	207
REAL ESTATE	150
PROF/TECH SERV	732
MANAGMNT OF COS	D
ADMIN/WASTE SER	1,062
EDUCATIONAL SER	16
HEALTH CARE	698
ARTS/ENTER/REC	303
ACCOMMDATN/FOOD	593
OTHER SERVICES	480
GOVT TOTAL	2,511
GOVT FEDERAL	123
GOVT STATE	193
GOVT LOCAL	2,195
UNCLASSIFIED	0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.



Employment by Industry

Campbell County

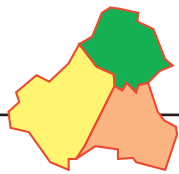
INDUSTRY SECTOR	2002
****TOTAL****	15,523
AGRICULTURE	71
MINING	44
UTILITIES	66
CONSTRUCTION	1,891
MANUFACTURING	4,178
TRADE-WHOLESALE	676
TRADE-RETAIL	1,708
TRANSPORTATION	639
INFORMATION	102
FINANCE/INSURNC	262
REAL ESTATE	108
PROF/TECH SERV	471
MANAGMNT OF COS	D
ADMIN/WASTE SER	1,014
EDUCATIONAL SER	25
HEALTH CARE	686
ARTS/ENTER/REC	44
ACCOMMDATN/FOOD	750
OTHER SERVICES	436
GOVT TOTAL	2,250
GOVT FEDERAL	79
GOVT STATE	145
GOVT LOCAL	2,027
UNCLASSIFIED	0

Bedford city

INDUSTRY SECTOR	2002
****TOTAL****	4,221
AGRICULTURE	D
MINING	D
UTILITIES	D
CONSTRUCTION	112
MANUFACTURING	1,343
TRADE-WHOLESALE	75
TRADE-RETAIL	791
TRANSPORTATION	D
INFORMATION	76
FINANCE/INSURNC	133
REAL ESTATE	34
PROF/TECH SERV	91
MANAGMNT OF COS	D
ADMIN/WASTE SER	43
EDUCATIONAL SER	D
HEALTH CARE	678
ARTS/ENTER/REC	D
ACCOMMDATN/FOOD	278
OTHER SERVICES	247
GOVT TOTAL	288
GOVT FEDERAL	42
GOVT STATE	19
GOVT LOCAL	228
UNCLASSIFIED	0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.



Employment by Industry

Lynchburg city

INDUSTRY SECTOR	2002
****TOTAL****	50,519
AGRICULTURE	5
MINING	D
UTILITIES	96
CONSTRUCTION	1,623
MANUFACTURING	10,594
TRADE-WHOLESALE	1,115
TRADE-RETAIL	7,831
TRANSPORTATION	815
INFORMATION	572
FINANCE/INSURNC	2,404
REAL ESTATE	602
PROF/TECH SERV	1,305
MANAGMNT OF COS	D
ADMIN/WASTE SER	1,859
EDUCATIONAL SER	1,211
HEALTH CARE	7,756
ARTS/ENTER/REC	345
ACCOMMDATN/FOOD	4,135
OTHER SERVICES	1,789
GOVT TOTAL	5,179
GOVT FEDERAL	488
GOVT STATE	1,098
GOVT LOCAL	3,593
UNCLASSIFIED	0

"D" indicates nondisclosed data.

Source: Covered Employment and Wage data, Annualized 2002.